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ABSTRACT

From 1998 to 2001, the number of community schools in Ohio increased from 15 to 92, and the number of students attending them increased tenfold. This preliminary evaluative report is limited to the first 15 community schools that opened during the 1998-99 school year. Findings are that these schools generally did not meet the Ohio Proficiency Test goals listed in their contracts. As a whole, traditional schools outperformed community schools on the fourth- and sixth-grade tests, though results were mixed when each individual community school was compared with its matched traditional counterpart. The majority of community schools met the 93 percent attendance standard. Parents and teachers of both community and traditional schools were generally satisfied with their schools, but students were neither satisfied nor dissatisfied. Three of the first 15 schools were created to serve special-needs students. The Legislative Office of Education Oversight's (LOEO) final report in 2003 will include a larger sample of longer operating community schools. Appendices contain legislative mandates for LOEO reports, issues related to insufficient data, a selected bibliography, methodology of data analysis, community schools compared with the accountability plans in their contracts, comparisons between community and similar traditional schools, and a satisfaction survey. The report concludes with committee member and agency comments. (RT)

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Community Schools in Ohio: Preliminary Report on Proficiency Test Results, Attendance, and Satisfaction

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The Legislative Office of Education Oversight (LOEO) serves as staff to the Legislative Committee on Education Oversight. Created by the Ohio General Assembly in 1989, the Office evaluates education-related activities funded by the state of Ohio. This is the third of five LOEO reports on the community school initiative in Ohio. It provides preliminary findings on proficiency test results, attendance, and satisfaction. *Conclusions and recommendations in this report are those of the LOEO staff and do not necessarily reflect the views of the Committee or its members.*

This report is available at LOEO's web site: http://www.loeo.state.oh.us

Summary

Community Schools in Ohio: Preliminary Report on Proficiency Test Results, Attendance, and Satisfaction

Background

Over the last ten years, "school choice" has grown in popularity across the nation. School choice allows parents and students to leave the public school to which they have been assigned and "choose" a school they believe better meets their needs. Charter schools, called "community schools" in Ohio, are one of several types of choice options available to parents and students.

From 1998-2001, the number of community schools increased from 15 to 92; the number of students increased tenfold.

From 1998-2001, the number of community schools in Ohio increased from 15 to 92. The number of participating students grew tenfold from 2,245 to over 23,000.

The Legislative Office of Education Oversight (LOEO) is required to evaluate the community school initiative over a six-year period. This third report, which by law is *preliminary,* examines the proficiency test results and attendance rate of students in Ohio's 15 "first-generation" community schools. Because these schools opened during the 1998-1999 school year, they had approximately two years to operate before their performance was assessed.

This preliminary report is limited to the first 15 community schools that opened during the 1998-1999 school year.

Since community schools are a "school choice" option, this study also measured parent, teacher, and student satisfaction with their schools.

Because this report is preliminary, it is too early to draw definitive conclusions about the performance of community schools. However, policy makers will eventually have to determine which types of outcomes, e.g., parent satisfaction or student learning, are most important for judging the merits of community schools.

Focus of the report

It is too early to draw definitive conclusions about the community school initiative in Ohio.

The first 15 Ohio schools were sponsored by either the State Board of Education or the Lucas County Educational Service Center (LCESC). Each community school has a contract with its sponsor that outlines performance goals. These goals vary widely between sponsors and among schools, as permitted by law.

Community school performance goals vary widely between sponsors and among schools, as permitted by law.

All public schools, including community schools, are required to administer the Ohio Proficiency Test and to report student attendance. For this study, LOEO focused on the performance measures that were common across community and traditional schools.

LOEO compared the performance of community schools with:

- the accountability plans in their contracts; and
- the performance of similar traditional public schools.

Sponsored by the Lucas County Educational Service Center, three of the first 15 community schools were created specifically to serve students with special needs, including students with learning, physical, and behavioral disabilities. Because these community schools serve unique populations of students in distinctive settings, it was not possible to match them with traditional public schools.

Proficiency test findings

Due to data limitations, available proficiency test results are from March 2000 and are restricted to nine of the 15 community schools.

Community schools are required to administer the Ohio Proficiency Test and to report student attendance.

Compared to their contracts. Similar to all public schools, the ten community schools sponsored by the State Board of Education are required to meet the 75% passing standard on all subject areas of the Ohio Proficiency Test.

If they fail to meet this standard, they must show an average annual improvement of 2.5 percentage points. In addition, five community schools stated in their contracts that they would "equal or exceed" the average proficiency test results of the school districts in which they are located.

Community schools generally did not meet the proficiency test goals listed in their contracts.

Community schools generally did not meet the proficiency test goals stated in their contracts. None met the 75% passing standard for all five subject areas of the Ohio Proficiency Test. For the writing area, one school met the standard on the 4th grade test and another school met it on the 6th grade test. Another school met the standard in reading and writing for the 9th grade test.

Two schools met the 2.5 percentage point improvement standard on the 4th grade test and two different schools met it on the 6th grade test. The five community schools that intended to "equal or exceed" the average proficiency test performance of their corresponding districts failed to do so.

Neither community schools nor their matched traditional schools performed well on the 4th and 6th grade proficiency tests.

The Lucas County Educational Service Center set the goal of a 33.75% passing standard for proficiency tests for one of its community schools. Of the five subject area tests, the school met this standard for writing and citizenship in the 4th grade and for writing in the 6th grade.

Compared to similar traditional schools. Twelve of the 15 first-generation community schools were matched with traditional schools located in the same school district on grade-span, number of students, poverty level, and percent non-white students.

As a *whole,* traditional schools outperformed community schools on the 4th and 6th grade tests.

Neither community schools nor their matched traditional schools performed well on the 4th and 6th grade proficiency tests during the 1999-2000 school year, although traditional schools *as a group* outperformed community schools *as a group*. Of the 20 possible group comparisons, 11 were statistically significant and all 11 favored the traditional schools.

When LOEO compared each *individual* community school to its matched traditional school, the results were mixed. There were 155 possible comparisons across subject areas and grade levels considering both the percent passing and the average scaled scores on the tests.

The results were mixed when comparing each *individual* community school to its matched traditional school.

Two-thirds of these comparisons (101 of 155) were not statistically significant, indicating no conclusive difference between the two schools could be found. For the remaining 54 statistically significant comparisons, 34 favored traditional schools and 20 favored community schools.

Student attendance findings

Compared to their contracts. The majority of first-generation community schools are held to the same standard as other public schools, a 93% attendance rate. In addition, five community schools stated in their contracts that they would "equal or exceed" the average attendance rate of the school districts in which they are located.

The majority of community schools met the 93% attendance standard.

During the 1999-2000 school year, eight of nine community schools sponsored by the State Board of Education met the 93% attendance standard. All five of the community schools that intended to meet or exceed the average attendance rate of their corresponding districts did so. The one community school sponsored by the LCESC that had an attendance goal failed to meet the 93% standard described in its contract.

Nine of 11 community schools had higher attendance rates than their matched traditional schools.

Compared to similar traditional schools. Community schools as a group averaged a 94.3% attendance rate and similar traditional schools averaged 87.3%. This difference favoring community schools was statistically significant. Although nine of the 11 individual community schools exceeded the attendance rate of their matched traditional school, LOEO was not able to perform statistical tests on these comparisons due to limitations of the data.

Parent, teacher, and student satisfaction

Both community and traditional school *parents* were satisfied with their schools.

In March 2001, LOEO examined whether parents, teachers, and students from Ohio's first 15 community schools were satisfied with their schools after almost three years of operation. Parents, teachers, and students in similar traditional schools were surveyed as well. Other satisfaction studies have not included a comparison of community and traditional schools.

Overall, the majority of *both* community and traditional school *parents* were satisfied with their schools. However, for virtually every survey question, community school parents were more satisfied with their school, on average, than traditional school parents and these differences were statistically significant.

The two most frequent reasons given by community school parents for enrolling their child in a community school were the expectation of better academics and the individual attention their child would receive from teachers. However, traditional school parents were satisfied with these same aspects of their schools.

***Teachers* in both types of schools were generally satisfied, but often with different aspects of their schools.**

While the majority of both community and traditional school *teachers* were generally satisfied with their schools, they were satisfied with different aspects. Community school teachers were more satisfied with accountability and student learning while traditional school teachers were more satisfied with being a teacher in their school and the range of available programs for students with different needs.

Community and traditional school *students* were neither clearly satisfied nor dissatisfied.

Both community and traditional school *students* provided favorable responses about their schools for some survey questions and unfavorable responses for others. As a result, students in both settings were neither clearly satisfied nor dissatisfied.

Community schools serving students with special needs

Three of the first 15 schools were created to serve special needs students.

As noted, three community schools serve special needs students. The majority of these students are exempt from taking one or more subject areas of the Ohio Proficiency Test. As a result, LOEO used reported progress toward meeting each student's Individualized Education Program (IEP) goals as an indicator of academic performance.

LOEO used students' progress toward meeting their IEP goals as indicators of performance.

Only one of the three special needs schools translated the individual progress of students into an assessment of the school's overall success at meeting the goals stated in its contract. It noted that 83.5% of the goals were mastered and seven students graduated from its program and transitioned back into traditional public schools. The other two special needs schools failed to provide data on the extent to which their students met their IEP goals.

The "bottom line"

As mandated by the General Assembly, this evaluation of community school performance is preliminary. After approximately two years of operation, the preliminary findings for Ohio's first 15 community schools are mixed.

The preliminary findings for the first 15 community schools are mixed.

In terms of proficiency test results, most of the comparisons between matched community and traditional schools showed no conclusive differences. Where there were differences, *as a whole* the traditional schools outperformed the community schools. When *individual* schools were compared, however, some comparisons favored traditional schools and others favored community schools.

Virtually all comparisons involving student attendance favored community schools. After three years of community school operation, parents and teachers of both community and traditional schools were generally satisfied with their schools. Students in both types of schools were neither clearly satisfied nor dissatisfied.

LOEO's final report in 2003 will include a larger sample of longer operating community schools.

LOEO will again measure the academic achievement and attendance rates of participating students as well as the satisfaction of parents, teachers, and students for its fifth report on community schools. This final report, to be published in 2003, will include a larger sample of longer operating community schools and will make recommendations regarding the future of the community school initiative in Ohio.

Community Schools in Ohio: Preliminary Report on Proficiency Test Results, Attendance, and Satisfaction

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Chapter I
Introduction

This Legislative Office of Education Oversight (LOEO) report is a preliminary examination of the proficiency test results and attendance rates of students enrolled in Ohio's first 15 community schools. It also analyzes parent, teacher, and student satisfaction with these schools.

Background

Over the last several years, "school choice" has grown in popularity across the nation. The primary purpose of school choice is to allow parents and students to leave the public schools to which they have been assigned and "choose" a school that they believe better meets their needs. "School choice" is also viewed as a promising school reform strategy, creating what some believe is the necessary "competition" to force traditional schools to improve. One example of school choice is charter schools.

Charter schools are state-funded public schools, available free of charge to any student in the age range served by the school. What makes these public schools different is that they are exempt from many of the rules and regulations that traditional public schools must follow.

In exchange for fewer rules and regulations, charter schools agree to be directly accountable to their sponsors for school performance. The exact nature of this agreement is formalized in a contract between the charter school and its sponsor. If a charter school does not meet the terms of its contract, the sponsor can close the school.

Ohio community schools

Since 1997, Ohio has been one of the growing number of states that allow charter schools. Charter schools are called *"community schools"* in Ohio to avoid confusion with non-public schools that operate under "charters" issued by the State Board of Education.

Ohio law allows for both "start-up" and "conversion" community schools. Start-up schools are those that are newly created. A conversion school is a wing of an existing public school building or an entire school that has been converted into a community school.

From the inception of the community school initiative in Ohio, conversion schools were allowed in any school district in the state. Start-up schools were initially limited to Lucas County under the provisions of a *five-year pilot program*, but were quickly extended to the "Big 8" urban school districts.

By 1999, Lucas County's pilot program was made permanent in Amended Substitute House Bill 282. The community school initiative was expanded to allow

"start-up" schools in any of the state's largest 21 urban school districts and in any other district rated by district report cards as being in "academic emergency."

Since 1998, the number of community schools in Ohio has increased annually, from the first 15 that began operating during the 1998-1999 school year to 92 schools during the 2001-2002 school year. The number of participating students has grown tenfold from 2,245 to over 23,000 during these years. Exhibit 1 shows the growth of community schools, which are currently located in 19 Ohio school districts.

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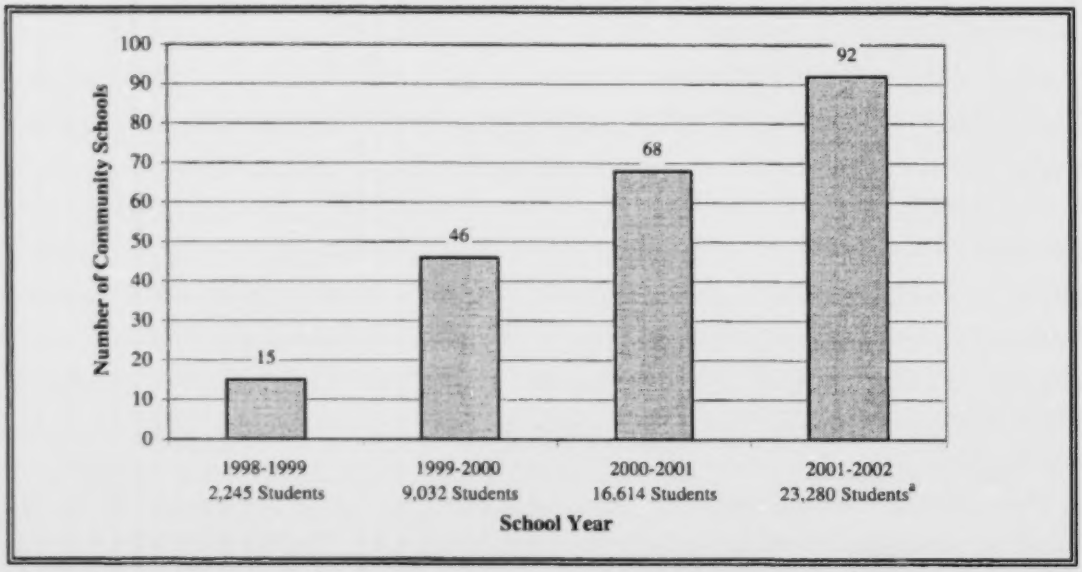
Exhibit 1
Growth of Community Schools in Ohio
School Years 1998-2001



[a] *Estimated* number of students

There are a wide variety of community schools in Ohio, some serving particular types of students, e.g., those with special needs or who are "at-risk." Others serve a more general student population, but with a specific curricular or instructional approach, e.g., inter-disciplinary or technology-based. For detailed descriptions of Ohio's first 46 community schools, see Volume II of the LOEO report, *Community Schools in Ohio: Second-Year Implementation Report,* April 2001.

Similar to charter schools in other states, each community school operates according to a contract with a sponsor, which outlines an accountability plan that includes performance goals. The length of these contracts ranges from three to five years.

Current community school sponsors include:

- State Board of Education;
- Lucas County Educational Service Center;
- University of Toledo;
- Dayton City School District;
- Cincinnati City School District;
- Toledo City School District; and
- Tri-Rivers Joint Vocational School District.

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LOEO Reports

The Legislative Office of Education Oversight (LOEO) is required by statute to evaluate the community school initiative over a six-year period and develop a series of reports. Appendix A lists the statutory provisions from Am. Sub. H.B. 215 (June 1997), Am. Sub. H.B. 770 (May 1998), and Am. Sub. H.B. 282 (June 1999).

LOEO has organized the legislative mandates into a series of five reports, some focusing on the implementation of community schools and others focusing on the effects of this initiative on Ohio's education system, the academic achievement of participating students, and the satisfaction of parents, teachers, and students.

The *first* report, published in April 2000, *Community Schools in Ohio: First-Year Implementation Report,* examined the first 15 community schools, those that had been in operation for more than one year. It described their sponsors, missions, students, teachers, and governance structures, as well as the factors that helped and hindered their daily operation. It also provided recommendations for operational improvements.

The *second* report, published in April 2001, *Community Schools in Ohio: Second-Year Implementation Report,* explained the implementation issues affecting 46 community schools. It reported on the improvements and continuing problems surrounding the operation of these schools, described their overall characteristics, provided a detailed profile on each school, and offered policy recommendations related to both ongoing and potential implementation problems.

This *third* report examines the performance of the first 15 community schools in terms of the proficiency test results and attendance of their students and the satisfaction of their parents, teachers, and students. By law, this report is preliminary.

The *fourth* report will again focus on implementation issues surrounding the growing number of community schools. It will also describe the effects that 92 community schools are having on Ohio's education system as a whole and especially on the 19 school districts in which they are located.

In its *fifth* report, LOEO will again measure the academic achievement and attendance rates of participating students as well as the satisfaction of parents, teachers, and students. This final report, to be published in 2003, will make recommendations regarding the future of the community school initiative in Ohio.

Scope of *this* report

As noted, this third LOEO report is a preliminary examination of the proficiency test results and attendance of the students in Ohio's "first-generation" of community schools. In addition, given the purpose of community schools as a "school choice" option, it considers parent, teacher, and student satisfaction with these schools.

Exhibit 2 lists the first 15 community schools, those that opened in the 1998-1999 school year. It provides their locations, grade levels, sponsors, and student demographics.

Exhibit 2
First-Generation Community Schools
Began Operating in 1998-1999
(N=15)

Community School	*Grade Span (2000-2001)*	*Sponsor*	*Student Demographics (2000-2001)*		
			Total Students	*Percent Non-White*	*Percent Low-Income*
Akron					
Hope Academy Brown Street	K – 8	State Board	258	75%	58%
Hope Academy University	K – 6	State Board	168	90%	62%
Cincinnati					
Harmony	6 – 12[a]	State Board	362	81%	N/A
Oak Tree Montessori	K – 4	State Board	58	88%	51%
Cleveland					
Hope Academy Cathedral	K – 8	State Board	356	100%	88%
Hope Academy Chapelside	K – 7	State Board	334	100%	75%
Old Brooklyn Montessori	K – 5	State Board	87	21%	38%
Dayton					
City Day	K – 4	State Board	226	97%	N/A
Toledo					
Aurora Academy	K – 12[a]	LCESC[b]	206	52%	79%
JADES Academy	5 – 12	LCESC	42	N/A	N/A
Meadows CHOICE	6 – 8[a]	LCESC	31	N/A	N/A
M.O.D.E.L.	K – 3[a]	LCESC	27	N/A	N/A
Toledo Village Shule	K – 6	LCESC	154	95%	70%
Youngstown					
Eagle Heights Academy	K – 8	State Board	708	94%	82%
Youngstown Community	K – 2	State Board	80	100%	85%

N/A = data not available

[a] School listed as "ungraded" in its contract. The grade levels listed in this table are derived from Ohio Department of Education data.

[b] Lucas County Educational Service Center

Preliminary report. It is important to emphasize that this report is *preliminary.* In addition to the General Assembly mandate that this study be preliminary, its findings are limited to those schools that opened in the 1998-1999 school year. This allowed these community schools to operate for approximately two years before LOEO analyzed their proficiency test results and attendance rates. In order to provide community schools the opportunity to get established before their performance is evaluated, this report does not address the other 77 community schools currently operating in Ohio.

These findings are also limited by the availability of proficiency test results and attendance data for particular schools. Of the 15 community schools which opened in 1998-1999:

- Three serve primarily special needs students, most of whom are exempt from taking the Ohio Proficiency Tests (JADES Academy, M.O.D.E.L., and Meadows CHOICE);
- Three did not serve the grade levels in which the proficiency tests were administered during the 1999-2000 school year (Oak Tree Montessori, City Day, and Youngstown Community School); and
- One did not report useable year-end attendance data (Oak Tree Montessori).

As a result, LOEO had proficiency test data from nine and attendance data from 14 of the 15 first-generation community schools. Therefore, it is too early for LOEO to draw definitive conclusions about the performance of community schools or to make overall recommendations regarding the future of the community school initiative.

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LOEO Methods

To conduct a preliminary evaluation of the community school initiative, LOEO identified common measures with which to make two overall comparisons:

1) Performance of community schools compared to the accountability plans in the contracts with their sponsors, and

2) Performance of community schools compared to that of similar traditional public schools.

Compared to their contracts

As noted, in exchange for fewer rules and regulations, community schools agree to be directly accountable for school performance or face being closed by their sponsors. This agreement is formalized in a contract between the community school and its sponsor.

Each school is also required to prepare an annual report noting its progress on the performance assessments stated in the contract. By law, these assessments must include the Ohio Proficiency Test. LOEO's analysis examines how community schools are performing on the common measures available across the accountability plans stated in their contracts.

The contracts of the first 15 schools identified over 40 different approaches to be used as indicators of meeting their goals.

However, only a small number of these were common to more than a few schools. Furthermore, many of these indicators were not mentioned in the schools' annual reports.

Compared to similar traditional schools

LOEO matched twelve of the 15 first-generation community schools with traditional school buildings located in the same school district that share similar features, including grade-span, number of students, poverty level, and percent of non-white students.

It was not possible to match the three first-generation community schools that primarily serve students with special needs, due to their unique student population and distinctive settings. Their performance was evaluated by analyzing attendance rates, satisfaction data, and the evidence these schools provided in their annual reports.

LOEO generally does not identify the names of schools in its studies. In order to protect the anonymity of the selected traditional school buildings, their names are not identified. Because statute requires LOEO to report "the success or failure of individual community schools," they are identified by name.

Comparisons *not* made. In other studies and in the media, the performance of community schools has been compared to state and national averages or to that of large urban school districts. LOEO found in its first study, however, that the 15 first-generation community schools were generally smaller than the other public schools in the cities where they were located. They also served more minority students and more students in poverty than the districts as a whole.

As a result, LOEO limits its comparisons to similar *schools*, not whole *districts*. Only in instances where a community school specifically stated in its contract that it would *"equal or exceed"* the performance of its corresponding city school district are such district-wide comparisons reported.

Data analyzed

The common measures available across *both* community and similar traditional schools include:

- Ohio Proficiency Test results;
- Student attendance rates; and
- Satisfaction survey results from parents, teachers, and students.

As noted, community schools are required to administer the Ohio Proficiency Test as a measure of student academic achievement. Attendance rates are one of the accountability standards on the report cards for all public schools and are identified in the accountability plans in most community school contracts.

Proficiency test and attendance data were obtained from the Ohio Department of Education's Education Management Information System (EMIS). Because almost a year elapses between the administration of the Ohio Proficiency Test and the availability of the EMIS data for analyses, LOEO was limited to using the results from only the March 2000 administration of the test.

To obtain satisfaction data from both the community schools and the matched traditional schools, LOEO contracted with the Indiana Center for Evaluation to conduct a survey of parents, teachers, and students. Both descriptive and inferential statistics

were used to analyze proficiency test, attendance, and satisfaction data.

LOEO *attempted* to develop regression models that would examine how well community school students performed on proficiency tests compared to how well they would be "expected" to perform, using student ethnicity, poverty, and attendance as predictors. However, due to limited data, it was not possible to construct valid regression models. Appendix B provides more details on this approach.

Appendix C includes a selected bibliography of the research literature reviewed by LOEO for this study. Appendix D provides details on the calculations for proficiency test results and attendance rates.

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Report Organization

The next chapter of this report examines how community school proficiency test results and attendance rates compare with the accountability plans in their contracts with their sponsors. Chapter III compares these measures with those of similar traditional schools. Chapter IV compares the satisfaction of community school parents, teachers, and students with that of similar traditional schools. Chapter V describes the performance of community schools that serve special needs students. Chapter VI presents LOEO's summary of findings.

Chapter II
Performance of Community Schools Compared to their Contracts

This chapter compares the proficiency test results and attendance rates of Ohio's first-generation community schools to the accountability plans in the contracts with their sponsors.

The contract between a community school and its sponsor is the fundamental expression of the community school initiative – it states the terms of the agreement under which the school is allowed to function as a public school, supported by state tax dollars. Each community school's contract with its sponsor outlines an accountability plan that includes measurable performance goals.

If the sponsor is dissatisfied with the student performance or fiscal management of the community school, or concludes the school has violated a provision of its contract, the sponsor may suspend the school's operation or terminate the contract.

Ten of the first-generation community schools are sponsored by the State Board of Education and five are sponsored by the Lucas County Educational Service Center (LCESC). Because each sponsor writes its contracts differently, community school accountability plans vary widely on specific content, objectives, and performance goals. Therefore, this analysis is organized by sponsor.

State law gives sponsors and community schools wide discretion to define the performance goals and indicators for measuring progress of each individual school. As previously mentioned, this analysis focuses on two common performance indicators found across the 15 contracts – proficiency tests and attendance rates.

Proficiency tests. Similar to all public schools in Ohio, community schools are required to administer the Ohio Proficiency Test. These criterion-referenced tests are given in the areas of reading, writing, mathematics, citizenship, and science. The findings in this chapter are based upon available proficiency test results for fourth, sixth, and ninth grades. There were not enough community school students in the twelfth grade during the 1999-2000 school year to analyze their results.

Attendance rates. All public schools, including community schools, are required to report student attendance via the Education Management Information System (EMIS). The Ohio Department of Education (ODE) calculates year-end attendance rates for all school districts and community schools.

Appendix D provides more detail on the calculations for proficiency test results and attendance rates.

Schools Sponsored by the State Board of Education

The ten community schools sponsored by the State Board of Education are held to the same performance standards as other public schools. These standards, set by the Ohio General Assembly, include a 75% passage rate on all subject areas and grade levels of the Ohio Proficiency Test and a 93% annual student attendance rate.

In addition, their contracts state that if a community school fails to meet these standards, it must show an average annual improvement of 2.5 percentage points from one year to the next at each grade level of the Ohio Proficiency Test. Furthermore, five of these community schools state in their contracts that they will "*equal or exceed*" the district-wide proficiency test results and attendance rates of the school district in which they are located.

Proficiency test findings

Results for the 75% passing standard. As mentioned, LOEO's analysis is limited by the available data. LOEO has proficiency test data for seven of the ten community schools sponsored by the State Board of Education. LOEO found that during the 1999-2000 school year:

- *None of the seven community schools sponsored by the State Board of Education met the 75% passing standard for all five of the subject area tests.*
- *Three community schools met the 75% passing standard for one or two subject area tests:*
  - *Old Brooklyn Montessori – 4th grade writing;*
  - *Hope Academy Cathedral – 6th grade writing; and*
  - *Harmony – 9th grade reading and writing.*

Results for the average annual improvement of 2.5 percentage points. When evaluating a community school against its contract, ODE calculates an average rate of improvement for each of the State Board sponsored schools. LOEO used ODE's method of calculating this average, by combining the improvement rate across all five subject area tests. There were two consecutive years of data for five of the seven community schools. The results are displayed in Exhibit 3.

LOEO found that during the 1999-2000 school year:

- *Two of the five community schools met the improvement standard on the 4th grade test and two different schools met it on the 6th grade test.*

Exhibit 3
Average Annual Rate of Improvement on Proficiency Tests
from the 1998-1999 to the 1999-2000 School Year

Community School	*Average Annual Rate of Improvement (percentage points)*	
	4th Grade	*6th Grade*
Eagle Heights Academy	3.8	-5.7
Hope Academy Brown Street	7.5	-3.5
Hope Academy Cathedral	-8.7	5.4
Hope Academy Chapelside	-2.7	8.2
Hope Academy University	-1.5	N/A
Harmony	N/A	N/A
Old Brooklyn Montessori	N/A	N/A

N/A = No test the previous year.

Results for the district-wide comparison. Five of the ten first-generation community schools sponsored by the State Board of Education specifically stated in their contracts that they would *"equal or exceed"* the district-wide proficiency test results of the school district in which they are located.

LOEO used *chi-square* tests to determine if there were statistically significant differences in the proportion of students passing the proficiency tests between these five community schools and the districts in which they are located.

Statistical significance means that the difference found between groups is probably not due to chance. Using the 5% standard common in social science, a statistically significant finding is interpreted as there is less than a 5% likelihood that this difference occurs purely by chance. Conversely, any difference that is not statistically significant should be considered inconclusive since it may be due to chance alone.

With five community schools, five subject areas (reading, writing, math, citizenship, and science), and two grade levels (fourth and sixth), there are a total of 50 possible comparisons between community schools and their corresponding school districts.

LOEO found that during the 1999-2000 school year:

- *The five community schools did not perform as well as the school districts in which they are located on the percent passing the 4th and 6th grade proficiency tests.*
- *Thirty-three of the 50 comparisons (64%) were statistically significant.*
- *A total of 32 of the 33 statistically significant comparisons favored the school districts.*

Because the student populations in community schools are so much smaller and not as economically and racially diverse as those in large urban school districts, these contractually-required comparisons are potentially unfair. LOEO provides the district-wide comparisons for these five community schools only because they stated this comparison as one of the goals in their contracts.

Appendix E provides more details on the proficiency test comparisons, including the percent passing each subject area test and the rates of improvement for each community school.

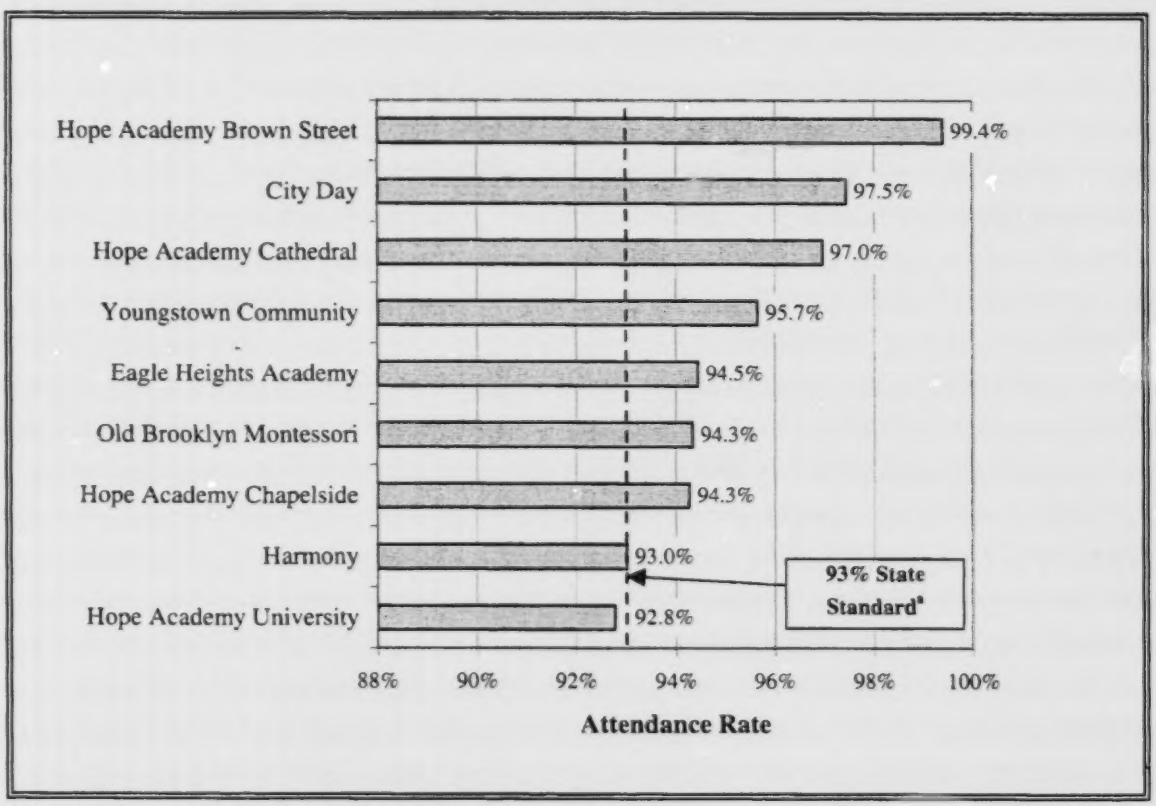
Student attendance findings

As noted, there were school-wide attendance data for nine of the ten community schools sponsored by the State Board of Education. Exhibit 4 displays the annual attendance rates for these nine community schools.

LOEO found that during the 1999-2000 school year:

- *Eight of the nine community schools met or exceeded the 93% state attendance standard.*

Exhibit 4
Attendance Rates for Nine Community Schools
Sponsored by the State Board of Education
1999-2000 School Year



[a] Specified in community school contracts with their sponsors.

Results for the district-wide comparison. Five community schools stated in their contracts that they would "*equal or exceed*" the average attendance rates of the school districts in which they are located.

LOEO found that during the 1999-2000 school year:

- *All five community schools surpassed the average attendance rates of the districts in which they are located.* It was not possible to run tests of statistical significance on these data.

It is important to note that the grade spans differ in these comparisons. A school district includes Kindergarten through twelfth grade, while a particular community school may only include Kindergarten through fifth grade. Because the community schools stated district-wide average comparisons in their contracts, the district attendance rates include *all* of the grade levels. High school attendance rates, however, are typically lower than those in elementary schools and community schools include mostly elementary students.

Furthermore, as previously stated, because the student populations in community schools are so much smaller than those in large urban school districts and are not as racially or economically diverse, comparisons between individual *schools* and large *districts* are potentially unfair.

Exhibit 5 displays the contractually-required comparisons between these five community schools and their corresponding school districts.

Exhibit 5
Attendance Rates for Five Community Schools and their Corresponding City School Districts
1999-2000

District/ Community School	*Grade Span*	*Attendance Rate*
Akron City/	(K – 12)	91.6 %
Hope Academy Brown Street	(K – 8)	99.4 %
Hope Academy University	(K – 5)	92.8 %
Cleveland Municipal/	(K – 12)	83.2 %
Hope Academy Cathedral	(K – 7)	97.0 %
Hope Academy Chapelside	(K – 6)	94.3 %
Youngstown City/	(K – 12)	90.4 %
Eagle Heights Academy	(K – 7)	94.5 %

Schools Sponsored by the Lucas County Educational Service Center (LCESC)

The five community schools sponsored by the Lucas County Educational Service Center offer examples of accountability plans that vary widely on specific performance goals.

Only one community school sponsored by LCESC, Aurora Academy, included performance on the Ohio Proficiency Test and attendance rates as part of its accountability plan. The contract clearly states that the school must achieve a 93% attendance rate.

However, the contract language referencing the Ohio Proficiency Test is unclear: "Aurora Academy meets at least 45% of the 4th and 6th grade state performance standards in 2000." According to a spokesperson for the sponsor, this means Aurora Academy must meet 45% of the 75% passing standard. That is, 33.75% of its fourth and sixth grade students must pass each subject area of the Ohio Proficiency Test. The contract states that this goal will increase to a 75% passing rate for the 2002-2003 school year.

Another community school sponsored by the LCESC, Toledo Village Shule, does *not* include a performance standard for the Ohio Proficiency Test or student attendance as part of its accountability plan. Its contract only describes the evaluation methods to be used with students – pre and post tests, proficiency tests, and work portfolios. Nowhere in the contract are performance standards established for each of these evaluation methods.

Therefore, this chapter does *not* include an analysis of the proficiency test results or the student attendance rates for Toledo Village Shule. The *next* chapter, which compares the performance of community schools with that of similar traditional schools, *does* include data from Toledo Village Shule.

The remaining three community schools sponsored by the LCESC primarily serve students with special needs – M.O.D.E.L., Meadows CHOICE, and JADES Academy. The performance of these three community schools is described separately in Chapter V of this report.

Proficiency test findings

LOEO found that during the 1999-2000 school year, Aurora Academy was unable to meet its 33.75% passing standard for all five of the subject area tests. The school achieved this goal for writing and citizenship in the fourth grade and for writing in the sixth grade.

Appendix E provides more details on the proficiency test results for Aurora Academy.

Student attendance findings

During the 1999-2000 school year, Aurora Academy achieved an 89.1% student attendance rate and therefore failed to meet the 93% attendance standard described in its contract.

Summary

Each sponsor is allowed to set the performance standards for its community schools. The State Board of Education set the same proficiency test and attendance rate standards for its ten community schools that it uses to judge all traditional public schools. The Lucas County Educational Service Center set different standards for each of the five community schools it sponsored.

When comparing their performance to the proficiency test standards in their contracts, community schools are generally not meeting their goals.

None of the community schools sponsored by the State Board of Education met the 75% passing standard for all five subject areas of the Ohio Proficiency Tests. One school at each of the fourth and sixth grade levels met the standard for the writing test. The one community school testing at the ninth grade met the standard for the reading and writing tests.

In terms of the average annual improvement of 2.5 percentage points for the State Board of Education sponsored community schools, two of the five community schools met the improvement standard on the 4th grade test, and two different schools met the standard on the 6th grade test. Finally, all five State Board of Education-sponsored community schools that stated in their contract that they intended to "*equal or exceed*" the test performance of their corresponding districts did not meet this goal.

In terms of attendance, the majority of community schools are meeting their goals. Eight of nine (89%) community schools sponsored by the State Board of Education met the 93% attendance standard stated in their contracts. All five of the community schools that compared themselves to the district in which they are located surpassed the attendance rate of their districts.

The one community school sponsored by the Lucas County Educational Service Center that set a proficiency test standard met its 33.75% passing standard in two subject areas in the fourth grade and in one subject area in the sixth grade. This community school failed to meet the 93% attendance standard stated in its contract.

Chapter III
Performance of Community Schools Compared to Similar Traditional Schools

This chapter compares the proficiency test results and attendance rates of Ohio's first-generation community schools with those of similar traditional school buildings.

This chapter compares community schools and similar traditional schools on two levels – as a group and individually. Twelve of the 15 first-generation community schools were matched with traditional schools located in the same school district. These schools were matched on grade-span and number of students, as well as the demographic characteristics of poverty level and percent of non-white students.

In instances where a community school had a wide grade span (e.g., Kindergarten - twelfth grade or fifth - twelfth grade), it was matched with more than one traditional school at the appropriate grade levels.

LOEO calculated the following measures to use in its comparison of the two types of schools:

- Percentage of students that passed each 4th, 6th, and 9th grade proficiency test;
- Average scaled score for each 4th and 6th grade proficiency test; and
- Annual school-wide attendance rates.

As previously noted, Appendix D provides more detail on how LOEO calculated percent passing, average scaled scores, and attendance rates.

****

Proficiency Test Findings

As mentioned, LOEO's analysis is limited by the available data. LOEO had proficiency test data for the 1999-2000 school year from a *total* of nine community schools – eight that tested in the fourth grade, seven that tested in the sixth grade, and one that tested in the ninth grade.

Proficiency test data were available from a *total* of 12 traditional schools – seven that tested in the fourth grade, seven that tested in the sixth grade, and one that tested in the ninth grade.

Test results are reported only when there are at least ten students in the grade level. As a result, only one community school had a sufficient number of students tested in the ninth grade. The proficiency test results for these ninth-graders are described as part of the individual comparisons.

Group comparisons

LOEO combined proficiency test scores across community schools and

traditional schools to derive an average percent passing and an average scaled score for each type of school. The average percent passing of each group was compared to the state's 75% passing standard and then to each other. The average scaled score for each group was then compared.

Results for the 75% passing standard. LOEO compared nine community schools with 11 traditional schools that had similar demographics and grade spans.

- *When considering the nine community schools and their 11 matched traditional schools, as a whole, neither group performed well on Ohio's 4th and 6th grade proficiency tests during the 1999-2000 school year.*

Exhibit 6 illustrates that neither type of school met the state's 75% passing standard for the five subject area tests, although their performance on the writing test is better than on other tests.

Findings for percent passing. Regardless of the overall poor achievement of both types of schools, LOEO found that traditional schools, *as a whole*, performed better than community schools on the 4th and 6th grade proficiency tests during the 1999-2000 school year.

With five subject areas (reading, writing, math, citizenship, and science) and two grade levels (fourth and sixth), there are ten possible comparisons between the percent of community school and traditional school students who passed the Ohio Proficiency Test.

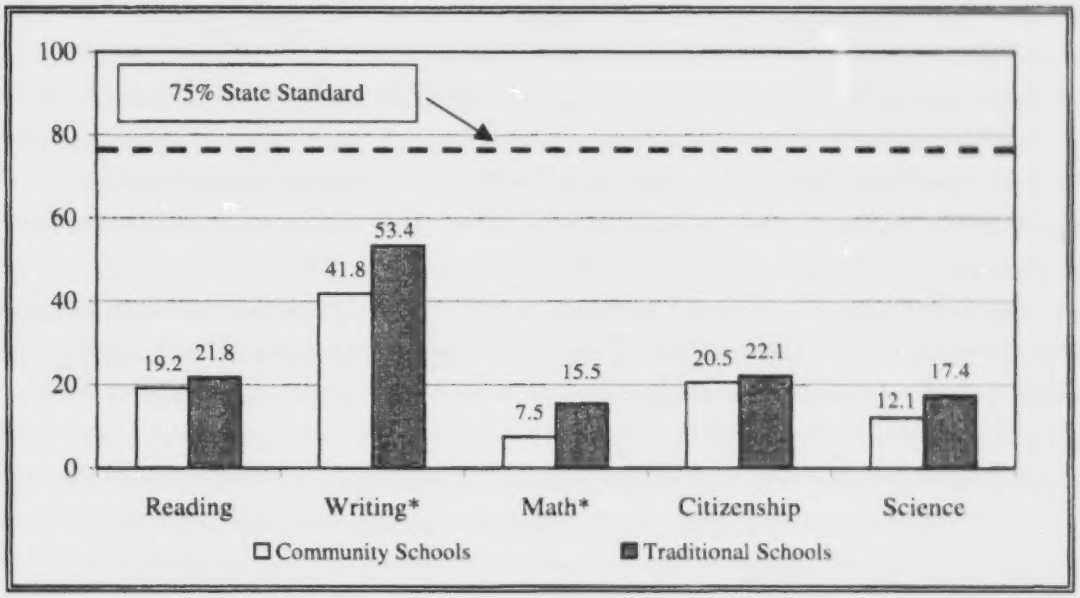
LOEO found that during the 1999-2000 school year:

- *Of the ten comparisons of percent passing, four differences were statistically significant.*

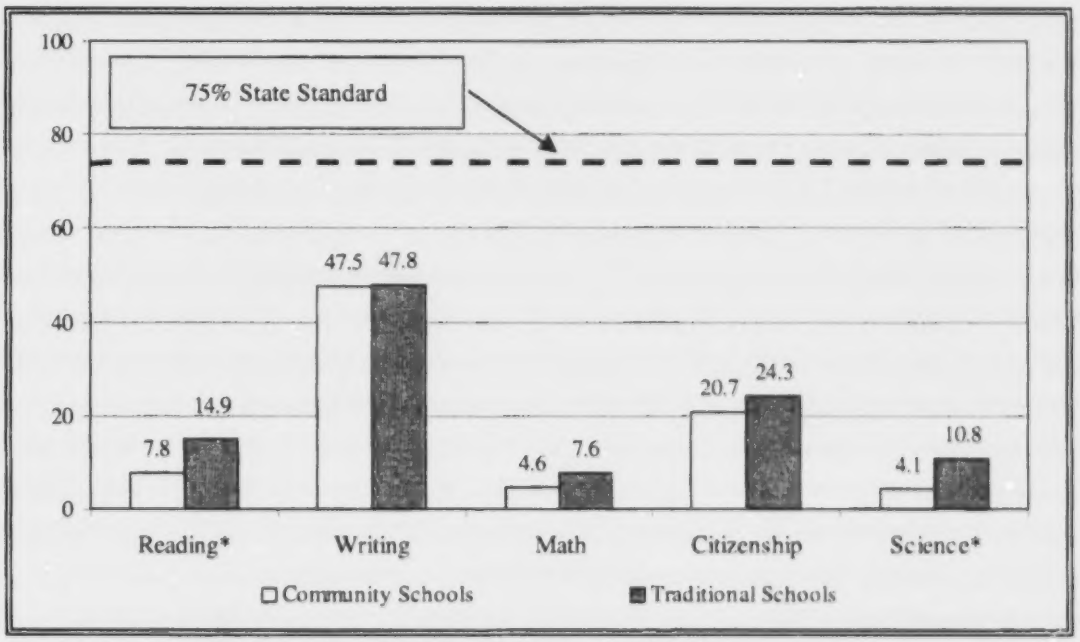
- *All four statistically significant differences favored traditional schools.*

Exhibit 6
Percent Passing Proficiency Tests
1999-2000 School Year
(Community Schools = 9; Traditional Schools = 11)

4th Grade



6th Grade



* The difference between groups is statistically significant at the .05 level.

Findings for average scaled scores. In addition to reporting whether or not each student passed the proficiency test, school districts are required to report each student's scaled score for the 4th and 6th grade proficiency tests.

Scaled scores are a more precise measure of student achievement. The percent passing only identifies the percent of students who meet, or fail to meet, the passing standard on a given test. Scaled scores, on the other hand, indicate students' actual performance on the test and to what extent students may have substantially exceeded, or failed to meet, the passing score.

There are ten possible comparisons between community and traditional schools when the two grade levels (fourth and sixth) are combined with the five subject areas (reading, writing, math, citizenship, and science).

LOEO found that during the 1999-2000 school year:

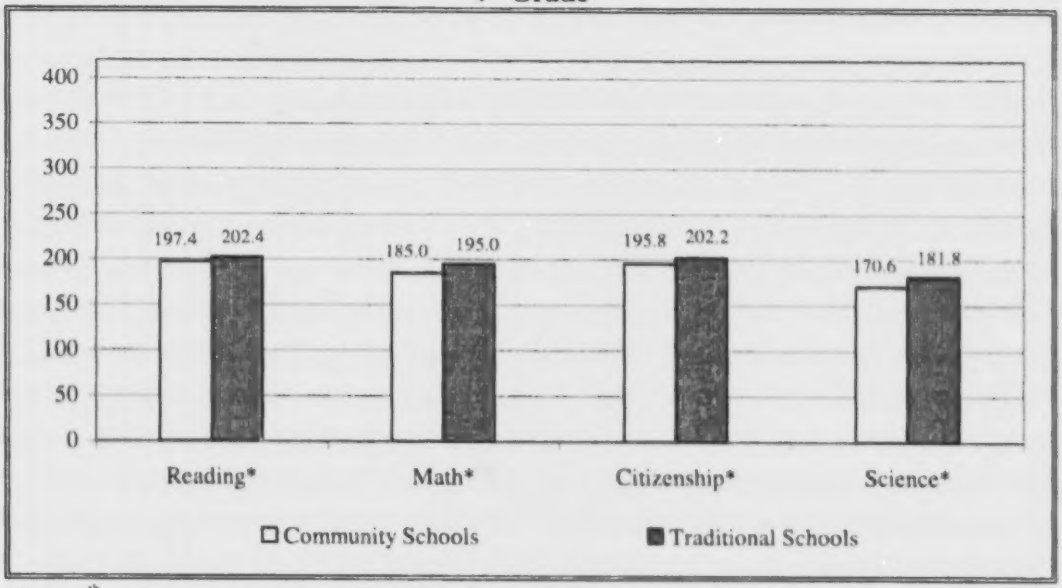
- *Of the ten comparisons of average scaled scores, seven differences were statistically significant.*

- *All seven statistically significant differences favored traditional schools.*

Exhibit 7 displays these results for four of the five tests. The writing test requires students to compose passages which are scored holistically, using a range of one to eight. As a group, the fourth grade community school students averaged a score of 4.3 and the traditional school students averaged 4.7. In sixth grade, community school students averaged 4.1 and traditional school students averaged 4.7. Both of these differences between the groups were statistically significant.

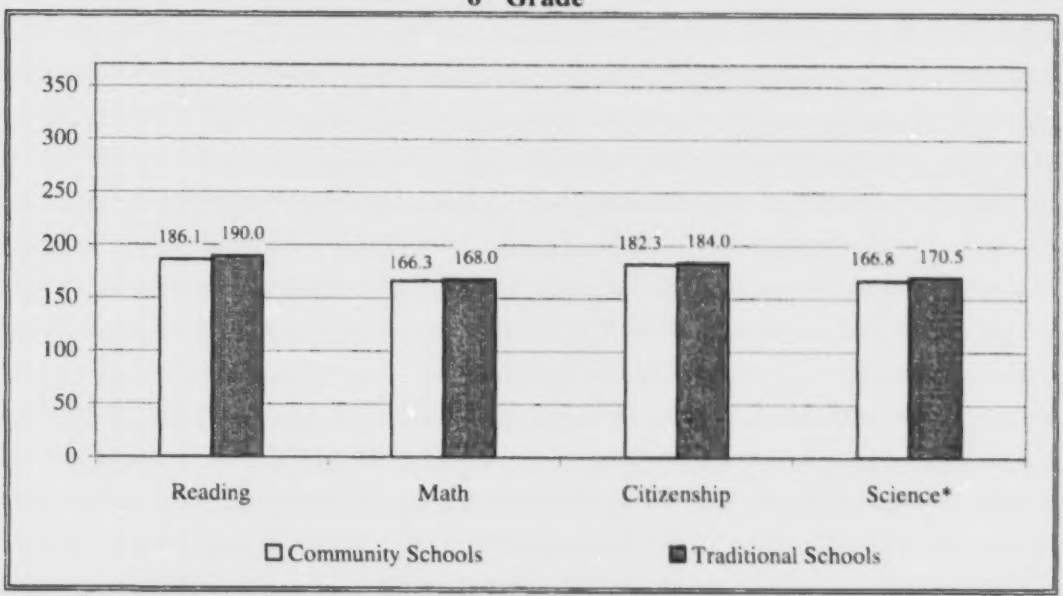
Exhibit 7
Average Scaled Scores on Proficiency Tests[a]
(Community Schools = 9; Traditional Schools = 11)

4th Grade



Note: 4th grade passing scores: Reading (217); Math and Citizenship (218); Science (215).

6th Grade



Note: 6th grade passing scores: Reading (222); Math, Citizenship, and Science (200).

[a] Writing tests have a range from 1 to 8 and a passing standard of 5. See text for statistically significant results for both 4th and 6th grades.

* The difference between the groups is statistically significant at the .05 level.

See Appendix F for detailed results on percent passing and average scaled scores for community and traditional schools as a whole.

Individual comparisons

LOEO compared each of the nine first-generation community schools' achievement on the 4th, 6th, and 9th grade proficiency tests with the achievement of a matched traditional school located in the same school district. As previously described, the schools were matched by grade span, number of students, poverty level, and percent of non-white students.

Findings for percent passing the 4th and 6th grade tests. When considering the five subject area tests for each grade level (reading, writing, math, citizenship, and science) and the number of individual schools, there are a total of 75 possible comparisons for the percent passing - 40 comparisons for the 4th grade test and 35 comparisons for the 6th grade test.

LOEO found that during the 1999-2000 school year:

- *When each individual community school was compared to its matched traditional school on the percent of students passing the proficiency tests, the results were mixed.* Some community schools performed better than their matched traditional schools, while other community schools performed worse.

- *The majority of the comparisons (55 of 75) were not statistically significant. That is, most of the differences between the percent passing in each type of school are inconclusive.*

- *Of the 20 differences that were statistically significant, 12 comparisons favored traditional schools and eight favored community schools.*

Findings for average scaled scores on the 4th and 6th grade tests. When considering the five subject areas for each grade level and the number of individual schools, there are a total of 75 possible comparisons for the average scaled score – 40 comparisons for the 4th grade test and 35 comparisons for the 6th grade test.

LOEO found that during the 1999-2000 school year:

- *When each individual community school was compared to its matched traditional school on average scaled scores, the results were mixed.* Some community schools performed better than their matched traditional schools, while other community schools performed worse.

- *A slight majority of all the comparisons (45 of 75) were not statistically significant. That is, the differences between these average scaled scores are inconclusive.*

- *Of the 30 comparisons that were statistically significant, 22 favored traditional schools and eight favored community schools.*

Appendix F provides details on the individual comparisons between each community school and its matched traditional school.

Findings for the percent passing the 9th grade test. As stated earlier, only the Harmony Community School had enough students take the 9th grade

proficiency test to be reported. Furthermore, schools do not report scaled scores for the 9th grade test.

There are five possible comparisons between Harmony and its matched traditional school on the percent passing each subject area. LOEO found that during the 1999-2000 school year:

- *Of the five comparisons of percent passing, four differences were statistically significant.*

- *All four of the statistically significant differences favored the community school.*

Because it is a high school graduation requirement, students are allowed to take the 9th grade proficiency test multiple times, until they pass each subject area. In many schools, this process begins in the spring of eighth grade, continues with a fall and a spring administration in the ninth grade, and additional administrations for the next three years.

LOEO has some concerns about this analysis because we could not guarantee that only ninth grade Harmony students were included in this comparison with its traditional school. Harmony lists its students as "ungraded." Although LOEO requested that Harmony denote a grade level for each student, it did not provide this information.

Without knowing the specific grade level of each student, LOEO had to determine which students were ninth graders based upon the number of attempts they had made on the 9th grade proficiency test. Students whose EMIS record showed three or fewer attempts on the 9th grade proficiency test were included in the analysis. However, LOEO cannot ensure that some older Harmony students were not included.

****

Attendance Findings

As stated throughout this report, LOEO selected demographically-similar traditional schools to compare with community schools. In instances where a community school had a wide grade-span (e.g., grades five through 12), the community school was matched with more than one traditional school at the appropriate grade levels.

For attendance rates, LOEO isolated the grade levels of the traditional schools to match those of their comparison community schools. For example, if a community school only served kindergartners and first-graders, only the attendance rates of the kindergartners and first-graders in the traditional school were included in the comparison.

Group comparisons

The attendance rates of 11 community schools were averaged and compared to the averaged rate of 16 traditional schools. LOEO found that during the 1999-2000 school year:

- *The average attendance rate of community schools was higher than the average rate for traditional schools and the difference was statistically significant.* Exhibit 8 displays this comparison.

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Exhibit 8
Attendance Rates of Community and Traditional Schools
1999-2000 School Year

Type of Schools	*Attendance Rate*
Community Schools (N=11)	94.3 %
Traditional Schools (N=16)	87.3 %
Difference	7.0*

* The difference between groups is statistically significant at the .05 level.

Individual comparisons

When examined individually, nine of the 11 community schools' attendance rates exceeded those of their matched traditional schools. However, LOEO was not able to statistically compare attendance rates of individual schools because of limitations in the data. Appendix F provides the attendance rates for the individual community schools and their matched traditional schools.

****

Summary

Neither community schools nor their matched traditional schools performed well on the Ohio 4th and 6th grade proficiency tests during the 1999-2000 school year, although traditional schools *as a group* outperformed community schools. Of the 20 possible comparisons, 11 were statistically significant and all 11 favored the traditional schools.

When LOEO compared each *individual* community school to its matched traditional school, the results were mixed. For the percent passing measure across the 4th, 6th, and 9th grade tests, 56 of the 80 comparisons were not statistically significant and therefore inconclusive. Of the 24 differences that were statistically significant, 12 favored traditional schools and 12 favored community schools.

For the scaled score measure, of the 75 comparisons for the 4th and 6th grade tests, 45 differences were not statistically significant. Of the 30 that were, 22 favored

traditional schools and eight favored community schools.

In sum, there were 155 possible comparisons across subject areas, grade levels, and the percent passing and scaled score measures for *individual* schools. Two-thirds of these comparisons (101 of 155) were not statistically significant, meaning no conclusive difference between the two schools could be found. For the remaining 54 that were statistically significant, 34 favored traditional schools and 20 favored community schools.

In terms of attendance, community schools *as a group* averaged 94.3% and similar traditional schools averaged 87.3%. This difference favoring community schools was statistically significant. Although nine of 11 individual community schools exceeded the attendance rate of their matched traditional schools, LOEO was not able to perform statistical tests on these comparisons.

Chapter IV
Parent, Teacher, and Student Satisfaction

This chapter compares the satisfaction of community school parents, teachers, and students with that of similar traditional schools.

Over the last several years, "school choice" has grown in popularity across the nation. Some advocates argue that this is because of increasing dissatisfaction with public schools. This chapter explores whether, after almost three full years of operating, parents, teachers, and students from Ohio's first 15 community schools are more or less satisfied with their schools, compared to those from similar traditional schools.

In March 2001, LOEO contracted with the Indiana Center for Evaluation to conduct a satisfaction survey of *both* community and traditional school parents, teachers, and students. Unlike other satisfaction studies that have been conducted in Ohio and other states that focus exclusively on charter or community schools, this study compares the satisfaction of community schools with that of similar traditional schools.

As mentioned previously, three of the 15 community schools that serve students with special needs were not matched with traditional schools. The satisfaction findings for these schools are presented separately in Chapter V.

Parents of students who were enrolled in community schools, but who later withdrew, were not surveyed. However, these parents will be included in LOEO's final community school report.

A detailed description of the satisfaction survey methodology, responses to all survey questions, and further analyses are presented in Appendix G.

In this chapter and in Appendix G, LOEO refers to some findings as statistically significant. Statistical significance means that the difference found between community and traditional school respondents is probably not due to chance. Conversely, any difference that is not statistically significant should be considered inconclusive since it may be due to chance.

Primary survey findings

LOEO's primary findings regarding parent, teacher, and student satisfaction are based on the responses to all survey questions from these three groups.

- *Overall, the majority of **both** community and traditional school parents and teachers were satisfied with their schools.*
    - *Community school parents were, on average, more satisfied than traditional school parents.*
    - *Teacher satisfaction was mixed between the two types of schools. Community school teachers were more satisfied with some aspects of their schools, while traditional*

school teachers were more satisfied with others.

- *Overall, **both** community and traditional school students were neither clearly satisfied nor dissatisfied with their schools.*

Although parents and teachers were generally satisfied with most aspects of their schools, there were some areas where the *degree* of satisfaction differed between community and traditional school respondents. LOEO highlights these areas in the remainder of this chapter and illustrates some of the differences between community and traditional school respondents.

Grading their schools

For some survey questions, participants responded by providing a grade of "A+" to "F." LOEO interpreted grades "A+" to "B-" as indicators of satisfaction and grades "D+" to "F" as dissatisfaction. Grades "C+" to "C-" were interpreted as neutral responses.

Most parents, from *both* types of schools, graded their schools as either "A" or "B." Most teachers from traditional schools, but a smaller portion from community schools, gave their schools an "A" or "B." About half of the students from both community and traditional schools gave their schools a high grade. Exhibit 9 presents these results.

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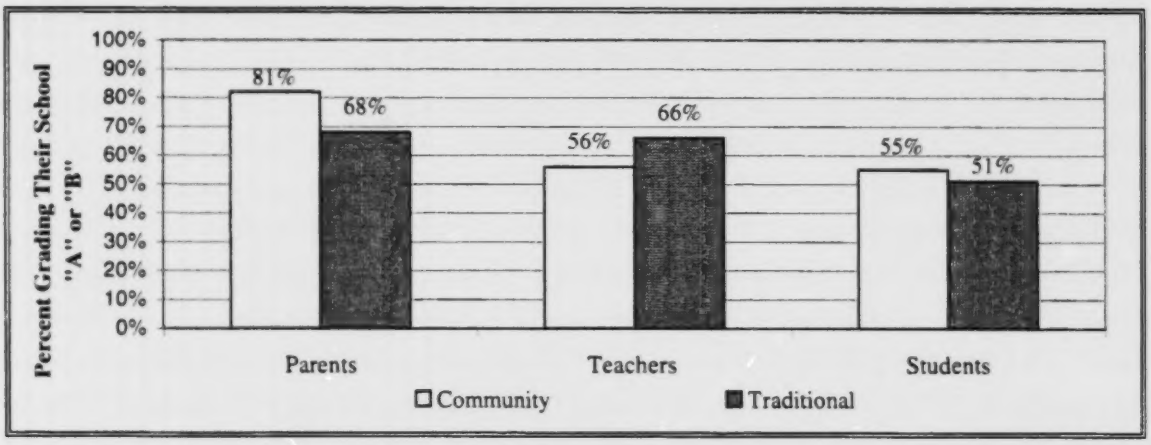
Exhibit 9
Parents, Teachers, and Students Grading their Schools "A" or "B"



Parent satisfaction

Overall, the majority of *both* community and traditional school parents were satisfied with their schools. For example, at least 75% of *both* community and traditional school parents were generally satisfied with the areas of student learning, teacher quality, child safety, and parent involvement.

However, in 36 of the 37 comparisons, community school parents were, on average, more satisfied with their

schools than traditional school parents and these differences were statistically significant. Exhibit 10 illustrates responses to some survey questions where the differences were statistically significant.

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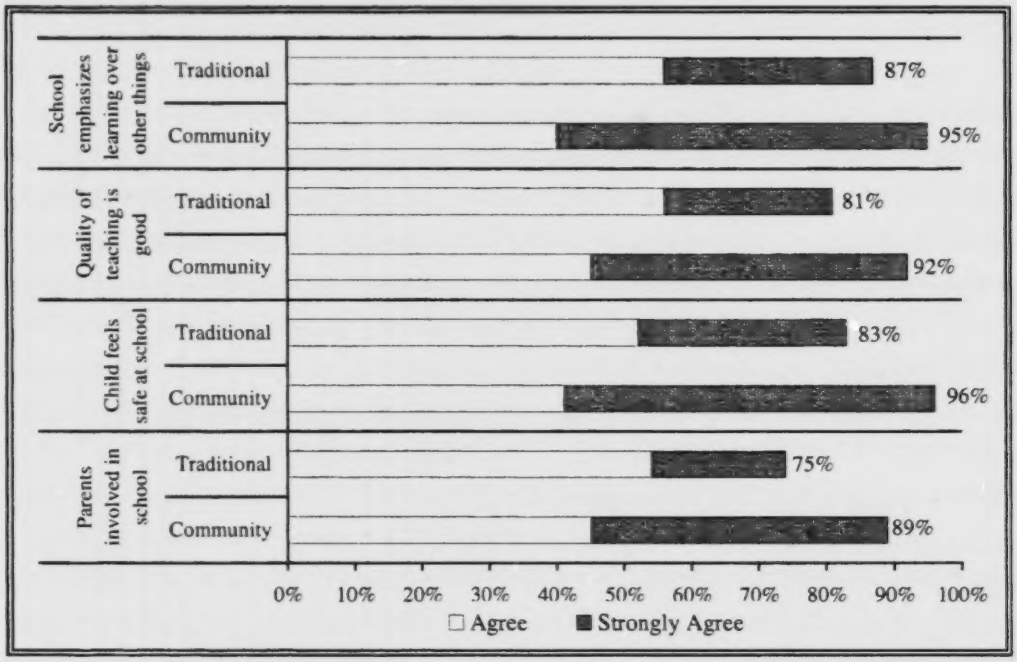
Exhibit 10
Parent Satisfaction



The one survey item where there was no statistically significant difference in satisfaction between community (65%) and traditional (66%) school parents pertains to transportation. This finding of parent satisfaction with transportation services is in contrast to community school administrators who indicated in LOEO's previous reports that transporting students was an important obstacle to Ohio's community school initiative.

Community school parents were asked why they enrolled their child in a community school. The two reasons most frequently given were expectations of better academics and the individual attention their child would receive from teachers. This finding is consistent with other survey responses where community school parents indicated they were satisfied with their schools' quality of teaching and its emphasis on student learning.

However, traditional school parents were also satisfied with their schools' academics (71%) and the attention their child receives from their teachers (62%). It appears that traditional school parents are satisfied with the same aspects of schooling that community schools parents mentioned as reasons for enrolling their child in a community school.

Teacher satisfaction

Both community and traditional school teachers responded favorably about their schools for two-thirds of the survey questions. Although teachers were satisfied with most aspects of their schools, community school teachers, on average, were more satisfied with some areas (e.g., accountability and student learning), while traditional school teachers were more satisfied with other aspects (e.g., being a teacher in their school and the range of programs for students with different needs).

Exhibit 11 illustrates responses to some survey questions where the differences were statistically significant.

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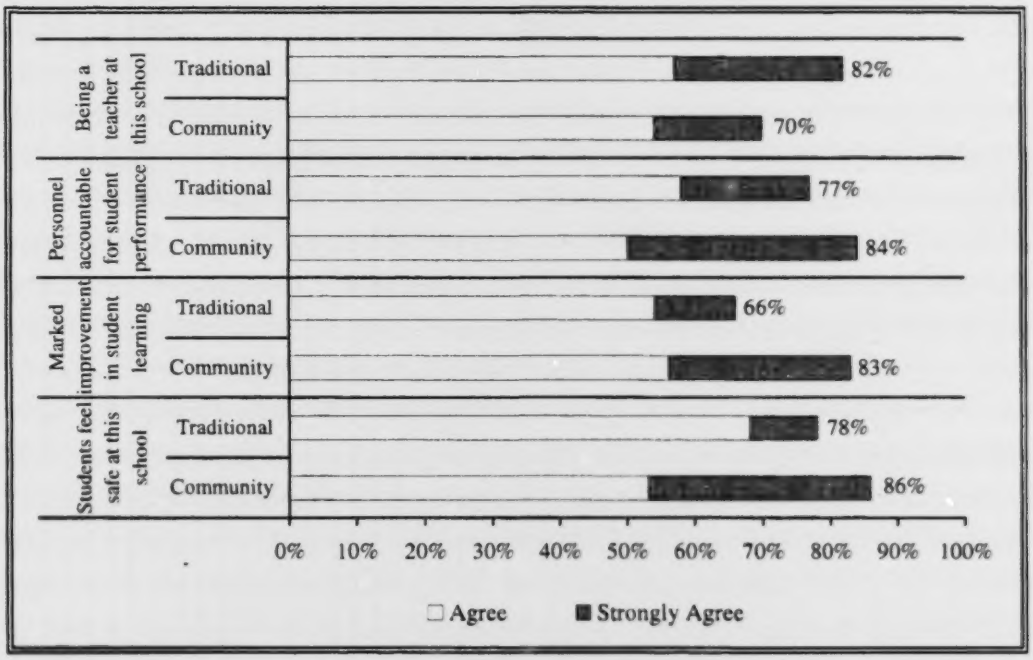
Exhibit 11
Teacher Satisfaction



Student satisfaction

Both community and traditional school students responded favorably about aspects of their schools for two-thirds of the survey questions. Some of these included:

- More than half of community (62%) and traditional (61%) school students feel that teachers really listen to what they have to say;
- Almost three-fourths of community (72%) and traditional (73%) school students would grade their teachers as "A" or "B;"

- More than half of community (58%) and traditional (58%) school students are satisfied with the amount of attention they receive from their teachers; and

- More than half of community (60%) and traditional (59%) school students would give the size of their school a grade of "A" or "B."

However, some of the unfavorable student responses challenge the conclusion that students were generally satisfied with their schools. For example:

- More than half of community (66%) and traditional (63%) school students think that other students do not like going to their school;

- Approximately half of community (53%) and traditional (50%) school students indicated that they would be happier at another school;

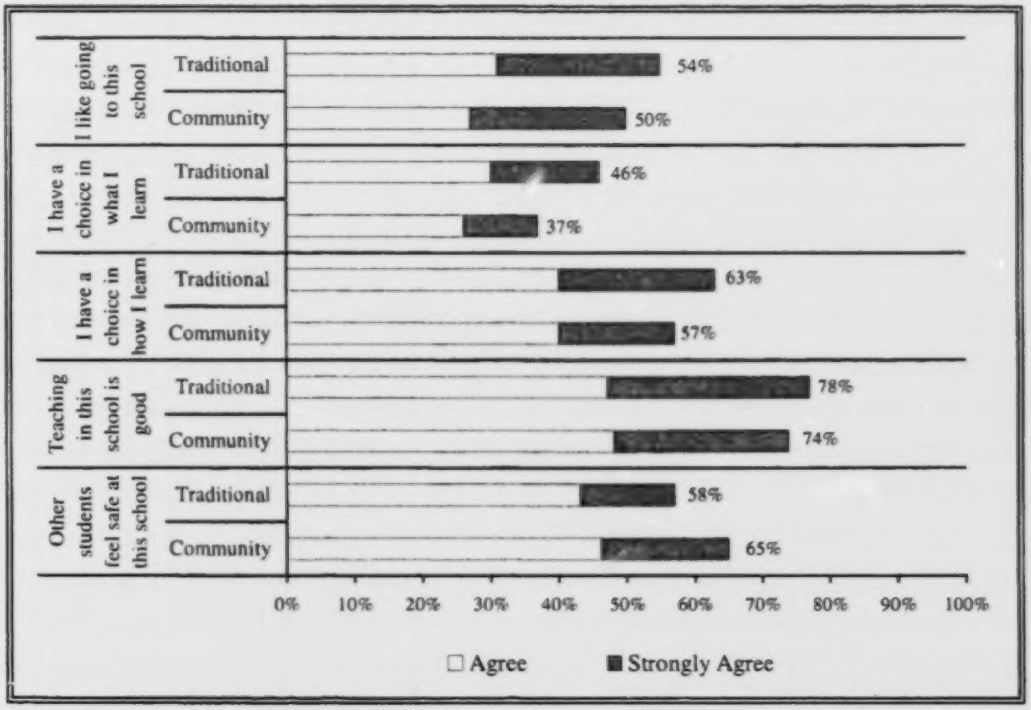
- Less than half of community (40%) and traditional (42%) school students would recommend to a friend that he or she go to their school; and

- Less than half of community (44%) and traditional (42%) school students feel they get along with their teachers.

Because of these mixed responses it is difficult to conclude that both community and traditional school students were either clearly satisfied or dissatisfied with their schools.

Exhibit 12 illustrates responses to some survey questions where the differences between community and traditional school students were statistically significant.

Exhibit 12
Student Satisfaction



Summary

Overall, the majority of *both* community and traditional school *parents* were generally satisfied with their schools. However, in 36 of the 37 comparisons, community school parents were, on average, more satisfied with their schools than traditional school parents and these differences were statistically significant.

The two most frequent responses given by community school parents for enrolling their child in a community school were the expectation of better academics and individual attention their child would receive from teachers. However, traditional school parents were satisfied with these areas of their schools as well.

While the majority of *both* community and traditional school *teachers* were generally satisfied with their schools, in some cases they were satisfied with different aspects. For example, community school teachers were more satisfied with accountability and student learning, while traditional school teachers were more satisfied with being a teacher in their school and the range of programs for students with different needs.

Both community and traditional school *students* provided favorable responses for two-thirds of the survey questions. However, some of the questions where students were *dissatisfied* challenge the conclusion that students were, on average, satisfied with their schools. As a result, *both* community and traditional school students were neither mostly satisfied nor dissatisfied with their schools.

Chapter V
Community Schools Serving Special Needs Students

This chapter analyzes the academic progress, student attendance, and parent, teacher, and student satisfaction with the three community schools that serve students with special needs.

Three of the 15 first-generation community schools were created specifically to provide a supportive learning environment for children with special needs, including students with learning, physical, and behavioral disabilities:

- M.O.D.E.L. was created to provide an early, intensive, and highly-structured educational program for children ages 5 to 12 with Autistic Spectrum Disorders;
- Meadows CHOICE was formed to provide a specialized, therapeutic environment for children ages 8 to 14 with behavioral, learning, and physical disabilities; and
- JADES Academy was created to offer a year-round academic program for adjudicated youth in grades 5 to 12 and living in a residential treatment facility and not with their parents.

Each student receives an Individualized Education Program (IEP), which outlines that student's academic goals and specifies the services that are to be provided to achieve these unique educational objectives. Parents or guardians, teachers, psychologists, and other specialized therapists comprise the team that writes a student's IEP.

The majority of the students attending these three schools are exempt from taking one or more subject areas of the Ohio Proficiency Test. This makes it impractical and inappropriate for LOEO to use proficiency tests as an indicator for their academic progress.

LOEO methods

Because these community schools serve a unique population of students in such distinctive settings, it was not possible for LOEO to find traditional public schools with which to fairly compare their academic achievement and satisfaction. Therefore, these schools were *not* matched with traditional public schools.

As a result, LOEO evaluated their performance by assessing attendance rates, satisfaction data, and the evidence these schools provided in their annual reports. Similar to the findings for other community schools in this report, this review of school performance is preliminary.

Interviews and analysis of annual reports. Ohio law requires all community schools to produce annual reports that provide information on their educational activities, financial status, and progress in meeting the academic goals and performance standards in their contracts.

These reports must be submitted to LOEO, their sponsor, and to the parents of all the students enrolled in the school.

LOEO analyzed the annual reports for how these schools identified, measured, and reported student learning. Staff at M.O.D.E.L. and Meadows CHOICE were interviewed in order to further understand how student progress is measured and reported by the schools.

Analysis of attendance and satisfaction data. LOEO analyzed student attendance data from the 1999-2000 school year for M.O.D.E.L., Meadows CHOICE, and JADES Academy.

In addition, students in grades 5 through 12 at JADES Academy were surveyed via a pencil and paper instrument regarding their satisfaction. Due to the lower grade levels and various disabilities of the students at M.O.D.E.L. and Meadows CHOICE, students from these schools were not surveyed.

Teachers from these schools were surveyed by mail regarding their satisfaction. However, only one of four full-time teachers from M.O.D.E.L. and three of seven full-time teachers from Meadows CHOICE responded to the survey. Parents at these two schools were surveyed via the telephone about their satisfaction.

JADES Academy closed. Boysville, the company that managed JADES Academy, chose to close the school at the end of the 2000-2001 school year. LOEO did not receive an annual report from JADES Academy for the 2000-2001 school year and was unable to interview staff members at the school regarding the academic progress of students.

Furthermore, since contact information was not readily available from parents of adjudicated youth, parent surveys were not conducted. As a result, LOEO's data for JADES Academy is limited to student attendance, student satisfaction, and an annual report from the 1999-2000 school year.

Student progress

M.O.D.E.L. and Meadows CHOICE measure the academic progress of their students in two primary ways:

- The extent Individual Education Program (IEP) goals are met; and
- The number of students that are able to transition back into traditional public schools.

An administrator from Meadows CHOICE explained that since each student's IEP is unique, the extent that the school is achieving its overall goals is determined on a student-by-student basis. Its 2000-2001 annual report stated that 83.5% of the goals established for its students in the 2000-2001 school year were mastered, and that seven students graduated from its program and have since transitioned back into traditional public schools.

An administrator from M.O.D.E.L explained that each student receives progress reports three times a year. These reports include results of alternative assessments to the Ohio Proficiency Test and a description of the extent that the student is achieving his or her stated IEP goals. Guidelines for conducting alternative assessments are provided by ODE's Office for Exceptional Children.

In its 2000-2001 annual report, M.O.D.E.L. reported that two of its students transitioned back into traditional public schools. The school did *not* report a summary of exam results, nor the extent that IEP learning goals had been accomplished across all students.

JADES Academy provided little evidence of student progress in its 1999-2000 annual report, even though the school's contract stated that 70-75% of its students would complete all or most of their educational goals while at the school. Nearly two-thirds of the students at JADES Academy were diagnosed with special needs, yet nothing in this school's 1999-2000 annual report described the progress these special needs students made toward their IEPs.

Ninth grade proficiency test results were reported for the 15% of students that were required to take these tests; however, no academic progress was reported for the remaining 85% of students. JADES reported the following results for the 14 students who were required to take the 9th grade proficiency test:

- One student passed all four tests;
- Two students passed three of four tests;
- Two students passed two of four tests;
- Three students passed one of four tests; and
- Six students failed all four tests.

Proficiency tests have five subject areas (reading, writing, math, citizenship, science). Why JADES Academy refers to only four tests is unknown. It is possible that the 14 students were exempt from taking one of the subject areas under their IEPs.

LOEO's analysis. Although all three of the community schools assess individual student progress, primarily using IEPs, only one school (Meadows CHOICE) has attempted to translate the progress of their individual students into a larger picture of the school's overall academic achievement.

There may be valid reasons for this lack of reporting by the other two community schools. For example, school administrators may not know how to summarize academic achievement across all students. Unlike most traditional schools that use the Ohio Proficiency Test as a standard measure of academic achievement, individual student goals and approaches used to measure progress toward these goals varies across IEPs.

Community schools that serve a large portion of students with special needs could benefit from technical assistance to help them better measure and report how the progress of individual students meets the school's overall academic goals.

Student attendance

Unlike the majority of community schools whose contracts state a minimum goal of 93% attendance, attendance goals are *not* stated in the contracts of these special needs schools. However, the 93% attendance rate is a standard set for all public schools by the General Assembly. As a result, LOEO analyzed each school's attendance rates for the 1999-2000 school year.

JADES Academy achieved a 100% attendance rate. This exceptional rate is not surprising, given that this was a "residential" facility; their adjudicated students were not permitted to leave the grounds where the school is located.

M.O.D.E.L. community school exceeded the state performance standard with a rate of 95%. Meadows CHOICE had a 90.7% rate, which was below the standard.

Satisfaction findings

Satisfaction data are available from parents at two schools and from students at the third.

Parents. The majority of the 28 parents in Meadows CHOICE and M.O.D.E.L. who responded to the satisfaction survey were highly satisfied with all aspects of their schools, including:

- Teachers (95%);
- Child progress (97%);
- Parental involvement (89%);
- School safety (100%); and
- Building climate (97%).

There was no *one* specific area that the majority of parents mostly liked or disliked about their schools. However, several parents indicated they liked the teachers at their school and the individual attention their child receives, while some disliked the location of the school.

Students. The satisfaction of students at the JADES Academy was mixed. The majority of the 25 students surveyed were satisfied with the size of their school building and classrooms, and with their teachers and the instruction. Although students were evenly divided on how they felt about the strictness of the rules, they indicated that punishments for violating these rules were fair.

Although students from other community schools were evenly divided on whether they like going to their school, the majority of JADES Academy students did not like going to their school (88%) and felt that they would be happier at another school (76%). This level of dissatisfaction may be due to the involuntary nature of these adjudicated students' enrollment.

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Summary

LOEO's preliminary findings indicate that only one of the three special needs schools translated the individual progress of students into an assessment of the school's overall success at meeting the goals stated in their contracts. Meadows CHOICE stated in its annual report that 83.5% of the goals established in the IEPs for its students were mastered during the 2000-2001 school year and that seven students have since transitioned back into traditional public schools. The other two special needs community schools failed to provide data in their annual report on the extent to which their students had met their IEP goals.

However, it is difficult to definitively evaluate how community schools that are specifically designed to serve students with special needs are meeting their goals. One reason is that the academic achievement of students and overall school goals are measured differently for students with disabilities, which complicates the conclusions that are drawn. Second, attendance goals are not stated in their contracts with their sponsor. Finally, because of the relatively small number of parents, teachers, and students of special needs schools, satisfaction data were limited.

Chapter VI
Summary of Findings

This chapter summarizes LOEO's preliminary findings regarding proficiency test results, attendance, and the satisfaction of parents, teachers, and students in Ohio's first 15 community schools.

There have been several recent studies of charter schools throughout the nation. These studies have come to similar conclusions as LOEO – the results are mixed and it is too early to make definitive conclusions about the performance of charter schools.

As mandated by the General Assembly, this evaluation of community school performance is preliminary. Its findings are limited to the 15 schools that began operating during the 1998-1999 school year. This allowed the community schools to be established for approximately two years before their proficiency test results and attendance rates were measured and almost three years before satisfaction data were collected.

Similar to the national studies, it is too early for LOEO to draw definitive conclusions about the performance of community schools or to make overall recommendations regarding the future of the community school initiative.

Even though it is too early to draw conclusions from this report, policy makers will eventually have to determine which outcomes are most important for judging the merits of community schools. As a school choice option, some believe that student or parent "satisfaction" is the most important outcome for judging community schools. Others believe that student learning is the more important outcome.

This preliminary LOEO report focuses on the proficiency test results and attendance rates of community school students, as well as the satisfaction of parents, teachers, and students. The following LOEO findings are based upon a series of comparisons. LOEO compared the performance of community schools with:

- the accountability plans in their contracts; and
- the performance of similar traditional public schools.

Proficiency test findings

Similar to all public schools in Ohio, community schools are required to administer the Ohio Proficiency Test. The community schools sponsored by the State Board of Education are required to meet the same performance standards as other public schools – 75% of their students must pass the Ohio Proficiency Test. The Lucas County Educational Service Center (LCESC) allowed one of its community schools to have the goal of a 33.75% passing rate on these tests.

In addition, contracts approved by the State Board of Education require that if a community school fails to meet these standards, it must show an average annual improvement of 2.5 percentage points from one year to the next. Furthermore, five of the State Board of Education sponsored community schools stated in their contracts

that they would "*equal or exceed*" the district-wide Ohio Proficiency Test results of the school district in which they are located. Although LOEO has concerns about such contractually-required comparisons, they are included in the report.

Compared to their contracts. When comparing community school performance to the goals stated in their contracts, community schools are generally not meeting these goals for proficiency testing. None of the community schools sponsored by the State Board of Education met the 75% passing standard for all five subject areas of the Ohio Proficiency Test. Only one school at each of the fourth and sixth grade levels met this standard for one subject area test. The one community school testing at the ninth grade met the standard for two of the five subject area tests.

In terms of the average annual improvement of 2.5 percentage points for the State Board of Education sponsored community schools, two of the five community schools met the improvement standard on the 4th grade test and two different schools met the standard on the 6th grade test.

Finally, all five State Board of Education sponsored community schools that stated in their contract that they intended to "*equal or exceed*" the test performance of their corresponding districts did not meet this goal.

The LCESC-sponsored school did not meet its 33.75% passing standard for all subject areas. It met this goal for two subject areas in the fourth grade and one in the sixth grade.

Compared to similar traditional schools. Neither community schools nor their matched traditional schools performed well on the 4th and 6th grade proficiency tests during the 1999-2000 school year, although traditional schools *as a group* outperformed community schools. Of the 20 possible comparisons, 11 were statistically significant and all 11 favored the traditional schools.

When LOEO compared *each individual* community school to its matched traditional school, the results were mixed. There were 155 possible comparisons across subject areas, grade levels, the percent passing, and the scaled score measures. Two-thirds of these comparisons (101 of 155) were not statistically significant, meaning no conclusive difference between the two schools could be found. For the remaining 54 comparisons that were statistically significant, 34 favored traditional schools and 20 favored community schools.

Student attendance findings

The majority of first-generation community schools are required to meet the same attendance standard as other public schools – 93% annually. Furthermore, five community schools stated in their contracts that they would "equal or exceed" the district-wide average attendance rate of the school district in which they are located. Although LOEO has concerns about these contractually-required comparisons, they are included in the report.

Compared to their contracts. The majority of first-generation community schools are meeting their goals for attendance. Eight of nine (89%) community schools sponsored by the State Board of

Education met the 93% attendance standard. The community school sponsored by the LCESC failed to meet the 93% attendance standard. All five of the community schools that compared themselves to the district in which they are located surpassed the attendance rate of their district.

Compared to similar traditional schools. In terms of attendance, community schools *as a group* averaged 94.3% and similar traditional schools averaged 87.3%. This difference favoring community schools was statistically significant. Although nine of the 11 individual community schools exceeded the attendance rate of their matched traditional school, LOEO was not able to perform statistical tests on these comparisons due to limitations of the data.

Parent, teacher, and student satisfaction findings

Overall, the majority of *both* community and traditional school *parents* were generally satisfied with their schools. However, for virtually every survey question, community school parents were more satisfied than traditional school parents and these differences were statistically significant.

The two most frequent reasons given by community school parents for enrolling their child in a community school were the expectation of better academics and individual attention their child would receive from teachers. However, traditional school parents were satisfied with these same aspects of their schools.

While the majority of *both* community and traditional school *teachers* were generally satisfied with their schools, in some cases they were satisfied with different aspects. For example, community school teachers were more satisfied with accountability and student learning, while traditional school teachers were more satisfied with being a teacher in their schools and the range of programs for students with different needs.

Both community and traditional school *students* provided favorable responses about their school for two-thirds of the survey questions. However, some of the questions where students were *dissatisfied* challenge the conclusion that students were generally satisfied with their schools. As a result, *both* community and traditional school students were neither mostly satisfied nor dissatisfied with their schools.

Findings for schools serving special needs students

Three of the first-generation community schools were created specifically to provide a learning environment for children with special needs, including students with learning, physical, and behavioral disabilities. Because these community schools serve a unique population of students and in distinctive settings, it was not possible to match them with traditional public schools. LOEO used progress toward meeting each student's Individualized Education Program (IEP), student attendance rates, and satisfaction data to evaluate the progress of these schools.

LOEO's preliminary findings indicate that only one of the three special needs schools translated the individual progress of students into an assessment of the school's overall success at meeting the goals stated in its contract. Meadows CHOICE stated in its annual report that 83.5% of the goals established in the IEPs

for its students were mastered during the 2000-2001 school year, and that seven students have since transitioned back into traditional public schools. The other two special needs community schools failed to provide data in their annual report on the extent to which their students had met their IEP goals.

The "bottom line"

After approximately two years of operation, the preliminary findings were mixed regarding the performance of Ohio's first 15 community schools.

In terms of proficiency test results, most of the comparisons between community schools and their matched traditional schools showed no conclusive differences. Where there were differences, *as a whole,* the traditional schools outperformed the community schools. When *individual* schools were compared, however, some comparisons favored traditional schools and others favored community schools.

In terms of attendance, virtually all comparisons favored the community schools.

After three years of community school operation, parents and teachers of *both* community and traditional schools were generally satisfied with their schools. Students in traditional and community schools were neither clearly satisfied nor dissatisfied.

LOEO will again measure academic achievement and attendance rates of participating students as well as the satisfaction of parents, teachers, and students for its *fifth report* on community schools. This final report, to be published in 2003, will include a larger sample of longer operating community schools and will make recommendations regarding the future of the community school initiative in Ohio.

Appendices

Appendix A
Legislative Mandates for LOEO Reports

The Legislative Office of Education Oversight (LOEO) is required by statute to evaluate community schools over a six-year period and develop a series of reports. The 122nd General Assembly included the following provisions in its two budget bills, Amended Substitute House Bill 215 (June 1997) and Amended Substitute House Bill 770 (May 1998):

Section 50.52.2 of Am. Sub. H.B. 215 requires:

> Within ninety days of the effective date of this section, the Director of the Legislative Office of Education Oversight . . . shall develop a study design for the evaluation of the pilot project schools and the overall effects of the community school pilot project. The study design shall include the criteria that the Office will use to determine the positive and negative effects of the project overall, and the success or failure of the individual community schools. The design shall include a description of the data that must be collected by the Superintendent and by each community school and sponsor and a timeline for the collection of the data. The Office shall notify each community school of the data that must be collected and the timeline for collection of the data. Data shall be collected at regular intervals, but no evaluation of the results of data collected shall be made by the Office prior to June 2001. A preliminary report, together with any recommendations to improve the project, shall be issued to the Speaker of the House of Representatives and the President of the Senate by June 30, 2001. A final report, with recommendations as to the future of community schools in Ohio, shall be made to the Speaker and the President by June 1, 2003.

Section 50.39 of Am. Sub. H.B. 215 requires:

> By December 31, 2002, the Legislative Office of Education Oversight shall complete an evaluation of the assets and liabilities to the state's system of educational options that result from the establishment of community schools under this act. The evaluation shall at least include an assessment of any advantages to providing a greater number of education choices to Ohio parents, any detrimental impacts on the State education system or on individual school districts, and the effects of attending community schools on the academic achievement of students.

Section 3314.12 of Am. Sub. H.B. 770 requires:

> The Legislative Office of Education Oversight shall produce and issue an annual composite informational report on community schools . . . to the Speaker of the House of Representatives, the President of the Senate, and the Governor. The report shall include the number of schools in operation, the size and characteristics of enrollment for the schools, the academic

performance of the schools, the financial status of the schools, and any other pertinent information.

Section 50.52.5 of Am. Sub. H.B. 770 requires:

> The school governing authority will submit an annual report of its activities and progress in meeting the goals and standards . . . and its financial status to the sponsor, the parents of all students enrolled in the schools, and the Legislative Office of Education Oversight. The financial statement shall be in such form as shall be prescribed by the Auditor of State.

The 123rd General Assembly added the following provision in Am. Sub. H.B. 282 in June 1999:

Section 3314.03(11)(g):

> The school will collect and provide any data that the Legislative Office of Education Oversight requests in furtherance of any study or research that the general assembly requires the office to conduct, including the studies required under section 50.39 of Am. Sub. H.B. 215 of the 122nd General Assembly and section 50.52.2 of Am. Sub. H.B. 215 of the 122nd General Assembly, as amended.

Appendix B
Issues Related to Insufficient Data

The Legislative Office of Education Oversight (LOEO) was unsuccessful completing several analyses of proficiency test results due to a lack of available data. This appendix describes some issues that affected LOEO's ability to conduct certain analyses.

Too few community schools

LOEO included in its analyses only those community schools that have been operating for approximately two years. The first 15 community schools that began operating during the 1998-1999 school year met this criterion. Because almost a year elapses between the administration of the Ohio Proficiency Test and the availability of the data for analyses, LOEO was limited to using the results from only the March 2000 administration of the test. Furthermore, proficiency test data were available for only nine of the 15 community schools because:

- Three community schools (Oak Tree Montessori, City Day, and Youngstown Community School) did not serve students in grade levels in which the proficiency tests were administered during the 1999-2000 school year; and

- Three community schools (JADES Academy, M.O.D.E.L., and Meadows CHOICE) serve primarily special needs students, most of whom are exempt from taking the Ohio Proficiency Test.

Since both traditional and community school students take the 4^{th}, 6^{th}, 9^{th}, and 12^{th} grade proficiency tests, potentially these tests offer the most abundant and consistent testing data available on Ohio's elementary and secondary students. As the number of community schools continues to increase, data from more of these schools will be available for more sophisticated analyses.

Regression analysis. As mentioned in Chapter I of the report, LOEO *attempted* to develop regression models that best predict proficiency test scores for community schools. Separate regression equations were developed for each subject area test (i.e., reading, writing, math, citizenship, and science).

The regression equations were derived from a pool of demographically-similar traditional schools using student ethnicity, poverty, and attendance as predictors. These regression equations were, in turn, applied to the minority, poverty, and attendance proportions for each community school to derive an "expected" score. The actual scores for each community school were then compared to the expected scores from the regressions. If the expected scores were higher than the actual scores, then community school students would not be performing as well as expected; if the actual scores were higher, then community schools would be performing better than expected.

Only nine community schools, however, could be included in the analysis, and although LOEO was able to select a larger number of matched traditional schools, the number was still too low for LOEO to have confidence in the regression equations.

To use multiple regression analysis, sample size is very important in determining the appropriateness of the procedure. Samples that are too small reduce the probability of detecting a statistically significant R-square or regression coefficient. Samples that are too small can also produce completely invalid regression analysis results. As the number of independent variables increases, a larger sample is needed to detect statistically significant results.

If student-level test scores *and* poverty measures were available, there would be a larger sample upon which to construct valid regression equations or to conduct other analyses such as multi-level modeling. Without student-level test scores and poverty measures, however, only school-level analyses can be performed.

Schools without grade levels

Occasionally, educational innovation and accountability conflict. For example, this study included two community schools that do not designate students as being in particular "grade levels." The rationale underlying this approach is that students should be exposed to increasingly more complicated material when they are ready, instead of when they reach a certain age or grade level. Grade levels are viewed as ineffective for students who progress at different rates academically. A number of schools in Ohio and in other states use this educational innovation.

On the other hand, grade levels act as a classification system that identifies students of similar ages and years of schooling, which can facilitate comparisons. The absence of grade levels makes comparisons more difficult. LOEO experienced this difficulty when attempting to compare community school students who took the 9th grade proficiency test to those in similar traditional schools. As of the 2000-2001 school year, 14 community schools reported some or all of their students as not being classified by grade levels. This could severely limit future comparisons of these schools to similar traditional schools, unless another classification measure can be used.

Appendix C
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Appendix D
LOEO's Methodology for Calculating and Analyzing Proficiency Test Scores and Attendance Rates

Using data submitted by school districts and community schools via the Education Management Information System (EMIS), LOEO calculated the following statistics for each community and traditional school, as well as for community and traditional schools as groups:

- Percentage of students that passed each 4th, 6th, and 9th grade proficiency test;
- Average scaled scores for each 4th and 6th grade proficiency test; and
- Annual school-wide attendance rates.

After calculating the percent passing, average scaled scores, and attendance rates, LOEO used *t-tests* and *chi square tests* to determine if there were statistically significant differences between community and traditional schools.

Statistical significance means that the difference found between groups is probably not due to chance. Using the 5% standard common in social science, a statistically significant finding is interpreted as there is less than a 5% likelihood that this difference occurs purely by chance. Conversely, any difference that is not statistically significant should be considered inconclusive since it may be due to chance alone.

LOEO recognizes that within some of the community schools there are small numbers of students taking any given test. Small numbers can affect the findings because the performance of a single student can dramatically affect the average or percent passing in a small group more than it can in a large group. When possible, LOEO applied statistical corrections for small groups, as described below. However, small numbers may be an ongoing problem inherent to the community school initiative, because by design these schools and classrooms are kept small.

Percent passing each proficiency test

LOEO's methodology for calculating the percent of students who passed each 4th, 6th, and 9th grade proficiency test replicates the procedure used by the Ohio Department of Education (ODE) when it creates Local Report Cards. The formula is as follows for each grade level and subject area test:

$$\text{Percent that Passed the Test} = \frac{\text{The number of students required to take the test, who took the test, and who met the minimum requirements for passing the test}}{\text{The number of students who were required to take the test}} \times 100$$

Only students with disabilities whose Individual Education Program (IEP) specifically exempted them from taking a particular test and Limited English Proficient students were excluded from the calculation.

LOEO used *chi-square tests* to determine if there were statistically significant differences in the proportion of students passing between community and traditional schools. Because of small student populations in many of the community schools (e.g., 10 – 30 students), LOEO applied the Yates' correction factor in comparisons between individual schools, where one or more of the cells had expected frequencies of 5.0 or less. The Yates' correction factor is a conservative adjustment for extremely small sample sizes and makes it more difficult to establish statistical significance between two independent groups.

Ninth-grade results. In order for LOEO to make a fair comparison among schools, it had to compare students who were in the same grade level and who had been administered the proficiency test at the same time. As a result, LOEO decided that it would only look at the percent of ninth-graders who had passed the 9th grade proficiency test by the end of their freshman year.

Only two community schools, Aurora Academy and Harmony, served ninth-grade students in both the 1998-1999 and 1999-2000 school years; however, both list the majority of their students as "ungraded." LOEO requested that these schools provide electronic records, similar to those submitted for EMIS, which indicate the grade level for each student that took the 9th grade proficiency test during the spring of 1999 and the spring of 2000.

Only Aurora Academy complied with LOEO's request for additional data. However, there were too few students who took the test in either the 1998-1999 or 1999-2000 academic year for LOEO to report (that is, fewer than 10 students). As a result, LOEO did not report any 9th grade proficiency test results for Aurora Academy.

Harmony did not comply with LOEO's request for additional student data. Without specific grade levels, LOEO then tried to determine which students at Harmony were in the ninth grade based upon the number of attempts they had made on the 9th grade proficiency test. Because it is a high school graduation requirement, students are allowed to take the 9th grade proficiency test multiple times, until they pass each subject area. In many schools, this process begins in the spring of eighth grade, continues with a fall and a spring administration in the ninth grade, and additional administrations for the next three years.

Any student record with three or fewer attempts was determined by LOEO to be a ninth-grade student and was included in the percent passing analysis for the 1999-2000 year. This ensured that most 9th graders and some 8th graders were included, but that few if any 10th graders were included.

However, because Harmony did not record the number of attempts that its students made on the 9th grade proficiency tests during the 1998-1999 school year, nor did it show a grade level for the students who took the test, LOEO lacked usable 9th grade data to determine whether there

had been a 2.5 percentage point improvement between the 1998-1999 and 1999-2000 school years.

Average scaled score

Ohio develops several different forms of each proficiency test so that different forms can be used in subsequent years. In order to make raw scores (the number of correct questions) comparable from one form of the test to another, a system has been developed to convert raw scores to scaled scores for the reading, mathematics, citizenship, and science tests. The writing test is given a holistic score and is placed on a different scale than the other subject area tests.

Students must meet different scaled scores in order to "pass" each test. The following table displays the minimum and maximum scores as well as the passing standards for the 4th and 6th grade proficiency tests for the March 2000 administration.

Minimum, Passing, and Maximum Scaled Scores
Ohio Proficiency Test (March 2000)

4th Grade

Subject	*Minimum Score*	*Passing Standard*	*Maximum Score*
Reading	102	217	268
Writing	1	5	8
Math	43	218	315
Citizenship	60	218	298
Science	0	215	419

6th Grade

Subject	*Minimum Score*	*Passing Standard*	*Maximum Score*
Reading	33	222	333
Writing	1	5	8
Math	35	200	356
Citizenship	52	200	326
Science	31	200	369

Note: The writing test is scored holistically and has a different scale.

Scaled scores are a more precise measure of student achievement. The percent passing only identifies the percent of students who meet, or fail to meet, the passing standard on a given test. Scaled scores, on the other hand, indicate students' actual performance on the test and to what extent they substantially exceeded, or failed to meet, the passing score.

In addition to reporting whether or not each student passed the proficiency test, school districts are required to report each student's scaled score for the 4th and 6th grade proficiency tests. Since school districts do *not* report scaled scores for the 9th grade proficiency tests, LOEO was unable to calculate an average scaled score for this test.

Due to the possibility of data entry error, LOEO first checked each student's reported scaled score to ensure that it fell within a "valid" range of possible scores. For example, "valid" reading scaled scores for the 4th grade proficiency test during the March 2000 test administration must be between 102 and 268. LOEO excluded from its analysis any student's scaled score that fell outside of this "valid" range.

After screening the accuracy of the reported data, LOEO then averaged the scaled scores of those students who were required and who took the proficiency test. Next, LOEO used *t-tests* to determine if there were statistically significant differences in the average scaled scores between community and traditional schools.

School-wide attendance rates

LOEO's methodology for calculating school-wide attendance rates replicates the procedure used by ODE when it creates Local Report Cards. The formula is as follows:

$$\text{Attendance Rate} = \frac{\text{Total Days in Attendance}}{\text{Total Days in Attendance} + \text{Total Days Absent} + \text{Total Days of Unauthorized Absence}} \times 100$$

ODE's formula includes attendance data for students in grades Kindergarten through 12, as well as students listed as "ungraded."

When the grade span of a community school was wide (e.g., K-8), LOEO selected more than one traditional school to compare with the community school. Furthermore, when the grade span of a community school was small (e.g., K-1), LOEO limited the grade span of the traditional school used to compare to the community school. LOEO did the following for each traditional school:

1. Separated attendance scores by grade level (e.g., first, second, third grade, etc.).
2. Selected only the grade levels in the comparison school(s) that matched the range of grade levels in the community school.
3. Combined the scores for the selected grade levels in the selected traditional school(s) (i.e., total attendance days, total absence days, and total unauthorized days).

4. Derived a single attendance rate for the traditional school(s) being compared to a single community school.

After deriving attendance rates for individual community and traditional schools, LOEO combined the data to derive single attendance rates for community and traditional schools as groups. LOEO used a *t-test* to determine if there was a statistically significant difference in the attendance rate between community and traditional schools as a whole.

T-tests could not be conducted, however, on the comparison of each individual community school to its matched traditional school. Such a t-test requires the attendance records of each student. LOEO only had a single attendance rate for each grade level in the school, not a rate for each student within the school.

Unusable data. Oak Tree Montessori, an elementary community school in Cincinnati, failed to submit EMIS data in the 1998-1999 school year and submitted unusable student attendance data in the 1999-2000 school year. As a result, LOEO excluded this community school from its attendance analysis.

Appendix E
Community Schools Compared to the Accountability Plans in their Contracts

This appendix presents detailed data on how each individual community school compared to the accountability plan in its contract with its sponsor on proficiency test results.

Passage rates on the 1999-2000 Ohio Proficiency Test

The ten first-generation community schools sponsored by the State Board of Education are required to meet the performance standards outlined by the Ohio General Assembly, 75% of students must pass the reading, writing, mathematics, citizenship, and science portions of the Ohio Proficiency Test. The contract for Aurora Academy, which is sponsored by the Lucas County Educational Service Center (LCESC), stated it must have 33.75% of its fourth and sixth grade students pass each subject area of the Ohio Proficiency Test. Toledo Village Shule's contract, also sponsored by the LCESC, does not state a performance goal for the Ohio Proficiency Test.

The following tables display the average number of students tested across each of the subject areas, along with the percent of students who passed each section of the Ohio Proficiency Test. (Because the number of students who are tested varies by subject area, LOEO averaged the number of students tested across all five subject area tests.) The shaded cells indicate subject areas where the community school met the performance goal stated in its contract.

Percent of Students Passing the 4th Grade Proficiency Tests
1999-2000 School Year

Community School	*Average Number of Students Tested* [a]	*Reading*	*Writing*	*Math*	*Citizen-ship*	*Science*
Aurora Academy	14	28.6%	42.9%	7.1%	35.7%	7.1%
Eagle Heights Academy	100	15.0%	42.0%	4.0%	17.0%	11.0%
Hope Academy Brown Street	24	16.7%	33.3%	4.2%	20.8%	4.2%
Hope Academy Cathedral	29	20.7%	48.3%	0.0%	10.3%	3.4%
Hope Academy Chapelside	30	13.3%	23.3%	3.3%	13.3%	6.7%
Hope Academy University	16	25.0%	50.0%	6.3%	25.0%	12.5%
Old Brooklyn Montessori	10	40.0%	80.0%	30.0%	50.0%	40.0%

[a] The number of students taking each test varies, so an average number of students tested is reported.
Shaded cell indicates that the school met its contract performance standard.

Percent of Students Passing the 6th Grade Proficiency Tests
1999-2000 School Year

Community School	*Average Number of Students Tested* [a]	*Reading*	*Writing*	*Math*	*Citizen-ship*	*Science*
Aurora Academy	12	0.0%	50.0%	0.0%	8.3%	0.0%
Eagle Heights Academy	84	10.7%	34.5%	3.6%	21.4%	4.8%
Harmony	10	10.0%	40.0%	10.0%	30.0%	0.0%
Hope Academy Brown Street	32	0.0%	25.0%	0.0%	18.8%	6.3%
Hope Academy Cathedral	27	11.1%	85.2%	7.4%	11.1%	3.7%
Hope Academy Chapelside	31	9.7%	67.7%	3.2%	22.6%	6.5%
Hope Academy University	19	0.0%	52.6%	15.8%	31.6%	0.0%

Shaded cell indicates that the school met its contract performance standard.
[a] The number of students taking each test varies, so an average number of students tested is reported.

Percent of Students Passing the 9th Grade Proficiency Tests
1999-2000 School Year

Community School	*Average Number of Students Tested* [a]	*Reading*	*Writing*	*Math*	*Citizen-ship*	*Science*
Harmony	151	76.6%	80.7%	50.7%	72.1%	50.0%

Shaded cell indicates that the school met its contract performance standard.
[a] The number of students taking each test varies, so an average number of students tested is reported.

None of the community schools met their passing standards for all five of the subject area tests. Old Brooklyn Montessori met the 75% standard for the writing test in the fourth grade; Hope Academy Cathedral met it for the writing test in the sixth grade; and Harmony met it for the reading and writing tests in the ninth grade. Aurora Academy met its 33.75% passing standard for writing and citizenship in the fourth grade and for writing in the sixth grade.

Annual rates of improvement on the Ohio Proficiency Test

The community schools sponsored by the State Board of Education, as part of the accountability plans in their contracts, are required to show an annual average improvement of 2.5 percentage points if they do not meet the 75% passing standard.

LOEO calculated each community school's annual average rate of improvement by combining the rate of improvement across all five subject area tests. This method is consistent with how the Office of School Options of the Ohio Department of Education calculates the annual average rate of improvement for community schools sponsored by the State Board of Education.

It is important to note that the two years of data, 1998-1999 and 1999-2000, do not represent the same students. For example, fourth graders who took the Ohio Proficiency Test during the 1999-2000 school year are different than the fourth graders who took the test during the 1998-1999 school year. The rate of improvement is calculated for the community school itself, *not* for a single class of community school students.

The following tables display each community school's percentage point difference in the percent of students who passed the proficiency test from the 1998-1999 to the 1999-2000 school year, along with the average annual rate of improvement for that school. Only community schools sponsored by the State Board of Education are included.

Changes on the Proficiency Test
From 1998-1999 to 1999-2000 School Years

4th Grade

Community School	*Percentage Point Difference*					*Average Annual Rate of Improvement (percentage points)*
	Reading	*Writing*	*Math*	*Citizen-ship*	*Science*	
Eagle Heights Academy	-1.3	14.5	-1.0	-1.8	8.5	3.8
Hope Academy Brown Street	8.3	25.0	0.0	8.3	-4.2	7.5
Hope Academy Cathedral	-9.7	-16.9	-4.3	-11.4	-0.9	-8.7
Hope Academy Chapelside	2.8	-29.3	-1.9	8.1	6.7	-2.7
Hope Academy University	-1.3	13.2	-14.8	3.9	-8.6	-1.5
Old Brooklyn Montessori	-	-	-	-	-	No test the previous year

6th Grade

Community School	*Percentage Point Difference*					*Average Annual Rate of Improvement (percentage points)*
	Reading	*Writing*	*Math*	*Citizen-ship*	*Science*	
Eagle Heights Academy	0.0	-26.2	1.8	-5.4	1.2	-5.7
Harmony	-	-	-	-	-	No test the previous year
Hope Academy Brown Street	-10.3	0.0	0.0	-9.8	2.7	-3.5
Hope Academy Cathedral	6.9	31.0	3.2	-9.7	-4.6	5.4
Hope Academy Chapelside	5.5	26.1	3.2	1.7	4.4	8.2
Hope Academy University	-	-	-	-	-	No test the previous year

Shaded cells indicate the school met the performance standard in its contract.

As displayed in the tables, two of the five community schools met the average 2.5 percentage point annual rate of improvement on the 4th grade test, and two different schools met the standard on the 6th grade test.

Proficiency test comparisons between community schools and school districts

Five of the ten community schools sponsored by the State Board of Education specifically stated in their contracts that they would *"equal or exceed"* the district-wide proficiency test results of the school district in which they are located.

LOEO used *chi-square* tests to determine if there were statistically significant differences in the proportion of students passing the proficiency tests between these five community schools and the districts in which they are located. Statistical significance means that the difference found between groups is probably not due to chance. Using the 5% standard common in social science, a statistically significant finding is interpreted as there is less than a 5% likelihood that this difference occurs purely by chance. Conversely, any difference that is not statistically significant should be considered inconclusive since it may be due to chance alone.

Because the student populations in community schools are so much smaller than those in large urban school districts and the students are not as economically and racially diverse, these comparisons are potentially unfair. For example, during the 1999-2000 school year, one community school had only 29 students who took the 4th grade proficiency test compared to 5,788 students in its corresponding district. These community school students represent less than 1% of the district's fourth grade population and are not representative of the student demographics of the remaining 99% of the district population. LOEO provides the district-wide comparisons for these five community schools only because they stated this comparison as one of the goals in their contracts.

LOEO found that during the 1999-2000 school year, the five community schools did not perform as well as the school districts in which they are located. As displayed in the following two tables, 33 of the 50 (64%) comparisons of the percent passing the Ohio Proficiency Test were statistically significant. All but one of these 33 comparisons favored the traditional school districts. Asterisks highlight the statistically significant differences.

Percent Passing Proficiency Tests
1999-2000 School Year

4th Grade

Community School/ District	*Average Number of Students* [a]	*Reading*	*Writing*	*Math*	*Citizen-ship*	*Science*
Eagle Heights Academy	100	15.0%	42.0%	4.0%	17.0%	11.0%
Youngstown City SD	771	26.6%	58.5%	13.3%	27.4%	19.2%
Difference		-11.6*	-16.5*	-9.3*	-10.4*	-8.2*
Hope Academy Brown Street	24	16.7%	33.3%	4.2%	20.8%	4.2%
Akron City SD	2299	40.7%	67.6%	31.5%	45.5%	29.9%
Difference		-24.0*	-34.3*	-27.3*	-24.7*	-25.7*
Hope Academy Cathedral	29	20.7%	48.3%	0.0%	10.3%	3.4%
Cleveland Municipal SD	5776	33.7%	62.6%	34.4%	41.4%	30.1%
Difference		-13.0	-14.3	-34.4*	-31.1*	-26.7*
Hope Academy Chapelside	30	13.3%	23.3%	3.3%	13.3%	6.7%
Cleveland Municipal SD	5776	33.7%	62.6%	34.4%	41.4%	30.1%
Difference		-20.4*	-39.3*	-31.1*	-28.1*	-23.4*
Hope Academy University	16	25.0%	50.0%	6.3%	25.0%	12.5%
Akron City SD	2299	40.7%	67.6%	31.5%	45.5%	29.9%
Difference		-15.7	-17.6	-25.2*	-20.5	-17.4

6th Grade

Community School/ District	*Average Number of Students* [a]	*Reading*	*Writing*	*Math*	*Citizen-ship*	*Science*
Eagle Heights Academy	84	10.7%	34.5%	3.6%	21.4%	4.8%
Youngstown City SD	602	28.4%	64.5%	20.4%	40.2%	23.7%
Difference		-17.7*	-30.0*	-16.8*	-18.8*	-18.9*
Hope Academy Brown Street	32	0.0%	25.0%	0.0%	18.8%	6.3%
Akron City SD	2027	30.9%	62.0%	24.0%	45.9%	28.3%
Difference		-30.9*	-37.0*	-24.0*	-27.1*	-22.0*
Hope Academy Cathedral	27	11.1%	85.2%	7.4%	11.1%	3.7%
Cleveland Municipal SD	5484	17.6%	54.9%	15.8%	30.3%	15.4%
Difference		-6.5	30.3*	-8.4	-19.2*	-11.7
Hope Academy Chapelside	31	9.7%	67.7%	3.2%	22.6%	6.5%
Cleveland Municipal SD	5484	17.6%	54.9%	15.8%	30.3%	15.4%
Difference		-7.9	12.8	-12.6	-7.7	-8.9
Hope Academy University	19	0.0%	52.6%	15.8%	31.6%	0.0%
Akron City SD	2027	30.9%	62.0%	24.0%	45.9%	28.3%
Difference		-30.9*	-9.4	-8.2	-14.3	-28.3*

[a] The number of students taking each test varies, so an average number of students tested is reported.
* Statistically significant at the .05 level

Appendix F
Individual and Group Comparisons of Community Schools with Similar Traditional Schools

LOEO compared the proficiency test scores and student attendance rates of community schools with similar traditional schools. Twelve of the 15 first-generation community schools were matched with traditional schools, located in the same school district, that share similar characteristics, such as grade-span, number of students, poverty level, and percent of non-white students. In instances where a community school had a wide grade-span (e.g., 5-12), the community school was matched with more than one traditional school at the appropriate grade levels.

After calculating the percent passing and the average scaled scores for each school, LOEO used *chi square tests* and *t-tests* to determine if there were statistically significant differences between community and traditional schools.

Statistical significance means that the difference found between groups is probably not due to chance. Using the 5% standard common in social science, a statistically significant finding is interpreted as there is less than a 5% likelihood that this difference occurs purely by chance. Conversely, any difference that is not statistically significant should be considered inconclusive since it may be due to chance alone.

LOEO does not generally identify the names of school buildings in its studies. In order to protect the anonymity of the traditional schools selected by LOEO, their names are not identified in this report. Therefore, traditional school buildings are listed as A, B, C, etc. in this appendix. Because statute requires LOEO to report "the success or failure of individual community schools" (Amended Substitute House Bill 215 of the 122nd General Assembly), community schools are identified by name.

Group Comparisons for Proficiency Tests

The following table displays the group comparisons of percent passing for each of the five subject areas of the 4th and 6th grade proficiency tests during the 1999-2000 school year. Four of the ten differences are statistically significant.

Percent Passing: Community and Traditional Schools as a Group
1999-2000 School Year

Subject		Community Schools N = 9		Traditional Schools N = 11		Difference in Percent Passing
		Number of Students	Percent Passing	Number of Students	Percent Passing	
4th Grade	Reading	239	19.2%	385	21.8%	-2.6
	Writing	239	41.8%	382	53.4%	-11.6*
	Math	239	7.5%	386	15.5%	-8.0*
	Citizenship	239	20.5%	385	22.1%	-1.6
	Science	239	12.1%	385	17.4%	-5.3
6th Grade	Reading	217	7.8%	643	14.9%	-7.1*
	Writing	217	47.5%	636	47.8%	-0.3
	Math	217	4.6%	646	7.6%	-3.0
	Citizenship	217	20.7%	643	24.3%	-3.5
	Science	217	4.1%	627	10.8%	-6.7*

* Statistically significant at the .05 level

The following table displays the group comparisons of average scaled score for each of the five subject areas of the 4th and 6th grade proficiency tests during the 1999-2000 school year. Seven of the ten differences are statistically significant.

Average Scaled Scores: Community and Traditional Schools as a Group
1999-2000 School Year

Subject		Community Schools N = 9		Traditional Schools N = 11		Difference in Average Scaled Scores
		Number of Students	Average Scaled Scores	Number of Students	Average Scaled Scores	
4th Grade	Reading	233	197.4	366	202.4	-5.0*
	Writing[a]	234	4.2	359	4.7	-0.5*
	Math	235	185.0	367	195.0	-10.0*
	Citizenship	236	195.8	367	202.2	-6.4*
	Science	238	170.6	365	181.8	-11.2*
6th Grade	Reading	211	186.1	600	190.0	-3.9
	Writing[a]	204	4.1	481	4.7	-0.6*
	Math	214	166.3	603	168.0	-1.7
	Citizenship	211	182.3	601	184.0	-1.7
	Science	212	166.8	595	170.5	-3.7*

* Statistically significant at the .05 level

[a] The writing test is scored holistically and has a different scale.

Individual Comparisons for Proficiency Tests

The following tables display the percent of students passing and the average scaled score for each 4th, 6th, and 9th grade proficiency tests during the 1999-2000 school year, comparing each community school to its matched traditional school.

4th Grade Proficiency Tests, 1999-2000 School Year

School	Percent Passing						Average Scaled Scores					
	Average Number of Students Tested[a]	Reading	Writing	Math	Citizen-ship	Science	Average Number of Students Tested[a]	Reading	Writing[b]	Math	Citizen-ship	Science
Aurora	14	28.6%	42.9%	7.1%	35.7%	7.1%	14	201.6	4.5	181.3	191.9	166.4
Traditional A	34	27.8%	32.4%	8.8%	17.6%	14.7%	34	203.8	4.1	196.7	205.6	184.6
Difference		0.8	10.5	-1.7	18.1	-7.6		-2.2	0.4	-15.4*	-13.7*	-18.2
Eagle Heights	100	15.0%	42.0%	4.0%	17.0%	11.0%	98	195.6	4.3	184.2	195.5	170.9
Traditional B	69	4.3%	31.9%	4.3%	1.4%	0.0%	67	191.9	3.9	178.9	187.2	160.7
Difference		10.7*	10.1	-0.3	15.6*	11.0*		3.7	0.4*	5.3	8.3*	10.2*
Hope Brown Street	24	16.7%	33.3%	4.2%	20.8%	4.2%	23	199.7	4.0	186.2	194.5	165.4
Traditional C	44	22.3%	50.0%	11.1%	22.7%	13.6%	43	202.1	4.8	187.8	198.8	171.7
Difference		-5.6	-16.7	-6.9	-1.9	-9.4		-2.4	-0.8*	-1.6	-4.3	-6.3
Hope University	16	25.0%	50.0%	6.3%	25.0%	12.5%	15	196.7	4.4	179.7	193.9	159.4
Traditional C	44	22.7%	50.0%	11.1%	22.7%	13.6%	43	202.1	4.8	187.8	198.8	171.7
Difference		2.3	0.0	-4.8	2.3	-1.1		-5.4	-0.4	-8.1	-4.9	-12.3
Hope Cathedral	29	20.7%	48.3%	0.0%	10.3%	3.4%	29	196.3	4.5	183.6	194.5	172.3
Traditional D	95	13.7%	55.8%	10.5%	18.9%	6.3%	82	197.8	5.0	193.0	200.9	169.0
Difference		7.0	-7.5	-10.5	-8.6	-2.9		-1.5	-0.5*	-9.4*	-6.4	3.3
Hope Chapelside	30	13.3%	23.3%	3.3%	13.3%	6.7%	30	192.6	3.6	174.1	186.4	156.5
Traditional E	80	33.3%	67.9%	25.9%	33.3%	38.3%	77	210.4	5.0	204.2	209.2	206.7
Difference		-20.0*	-44.6*	-22.6*	-20.0*	-31.6*		-17.8*	-1.4*	-30.1*	-22.8*	-50.2*
Old Brooklyn	10	40.0%	80.0%	30.0%	50.0%	40.0%	10	213.2	5.2	206.6	216.6	207.0
Traditional F	35	45.7%	88.6%	51.4%	60.0%	51.4%	35	214.5	5.5	221.8	224.4	213.9
Difference		-5.7	-8.6	-21.4	-10.0	-11.4		-1.3	-0.3	-15.2	-7.8	-6.9
Toledo Village Shule	16	31.3%	43.8%	43.8%	37.5%	43.8%	16	203.1	4.2	205.7	211.9	191.9
Traditional G	27	25.9%	44.4%	0.0%	7.4%	3.7%	27	203.3	4.3	188.5	195.7	171.0
Difference		5.4	-0.6	43.8*	30.1*	40.1*		-0.2	-0.1	17.2*	16.2	20.9

[a] The number of students taking each test varies, so an average number of students tested is reported.

[b] The writing test is scored holistically and has a different scale.

* Statistically significant at the .05 level

6th Grade Proficiency Tests, 1999-2000 School Year

School	Percent Passing						Average Scaled Scores					
	Average Number of Students Tested[a]	Reading	Writing	Math	Citizen-ship	Science	Average Number of Students Tested[a]	Reading	Writing[b]	Math	Citizen-ship	Science
Aurora	12	0.0%	50.0%	0.0%	8.3%	0.0%	12	182.0	4.6	155.9	172.3	149.6
Traditional A	28	17.9%	60.7%	39.3%	50.0%	28.6%	28	206.4	4.9	192.4	198.9	184.7
Difference		-17.9	-10.7	-39.3*	-41.7*	-28.6		-24.4*	-0.3	-36.5*	-26.6*	-35.1*
Eagle Heights	84	10.7%	34.5%	3.6%	21.4%	4.8%	79	188.5	3.8	164.8	181.1	166.0
Traditional B & H	144	19.4%	56.3%	5.6%	23.6%	11.7%	142	193.1	4.3	165.4	184.0	174.0
Difference		-8.7	-21.8*	-2.0	-2.2	-6.9		-4.6	-0.5*	-0.6	-2.9	-8.0*
Harmony	10	10.0%	40.0%	10.0%	30.0%	0.0%	10	190.0	4.1	174.9	183.4	165.8
Traditional I	173	6.8%	39.5%	0.6%	12.4%	3.2%	147	180.4	4.9	160.6	177.3	162.3
Difference		3.2	0.5	9.4	17.6	-3.2		9.6	-0.8	14.3*	6.1	3.5
Hope Brown Street	32	0.0%	25.0%	0.0%	18.8%	6.3%	31	167.0	3.3	163.3	179.0	165.3
Traditional J	161	21.3%	51.3%	14.2%	37.5%	18.0%	147	196.1	5.0	175.4	190.7	175.7
Difference		-21.3*	-26.3*	-14.2*	-18.7*	-11.7		-29.1*	-1.7*	-12.1*	-11.7*	-10.4*
Hope Cathedral	27	11.1%	85.2%	7.4%	11.1%	3.7%	27	186.9	5.0	163.4	180.5	170.0
Traditional K	112	9.7%	37.7%	2.7%	15.0%	4.4%	91	184.3	4.8	162.9	177.5	164.2
Difference		1.4	47.5*	4.7	-3.9	-0.7		2.6	0.2	0.5	3.0	5.8
Hope Chapelside	31	9.7%	67.7%	3.2%	22.6%	6.5%	32	196.0	4.5	171.0	188.1	172.2
Traditional K	112	9.7%	37.7%	2.7%	15.0%	4.4%	91	184.3	4.8	162.9	177.5	164.2
Difference		0.0	30.0*	0.5	7.6	2.1		11.7*	-0.3	8.1*	10.6*	8.0
Hope University	19	0.0%	52.6%	15.8%	31.6%	0.0%	19	187.8	4.4	175.3	190.2	171.2
Traditional J	161	21.3%	51.3%	14.2%	37.5%	18.0%	147	196.1	5.0	175.4	190.7	175.7
Difference		-21.3	1.3	1.6	-5.9	-18.0		-8.3	-0.6*	-0.1	-0.5	-4.5

[a] The number of students taking each test varies, so an average number of students tested is reported.

[b] The writing test is scored holistically and has a different scale.

* Statistically significant at the .05 level

9th Grade Proficiency Tests
1999-2000 School Year

School	*Percent Passing*					
	Average Number of Students Tested[a]	*Reading*	*Writing*	*Math*	*Citizenship*	*Science*
Harmony	151	76.6%	80.7%	50.7%	72.1%	50.0%
Traditional L	314	62.7%	76.5%	24.3%	38.4%	27.9%
Difference		13.9*	4.2	26.4*	33.7*	22.1*

[a] The number of students taking each test varies, so an average number of students tested is reported.
* Statistically significant at the .05 level

The following table summarizes the comparisons for percent passing and notes differences that are statistically significant and whether the differences favored a community or a traditional school.

Percent Passing Comparisons
Between Individual Community and Traditional Schools
1999-2000 School Year

Community School		*Number of Comparisons (subject area tests)*	*Number of comparisons where the differences between the two schools were statistically significant:**	
			Favored the Community School	*Favored the Traditional School*
4th Grade	Aurora Academy	5	0	0
	Eagle Heights Academy	5	3	0
	Hope Academy Brown Street	5	0	0
	Hope Academy Cathedral	5	0	0
	Hope Academy Chapelside	5	0	5
	Hope Academy University	5	0	0
	Old Brooklyn Montessori	5	0	0
	Toledo Village Shule	5	3	0
	Total Comparisons	**40**	**6**	**5**
6th Grade	Aurora Academy	5	0	2
	Eagle Heights Academy	5	0	1
	Harmony	5	0	0
	Hope Academy Brown Street	5	0	4
	Hope Academy Cathedral	5	1	0
	Hope Academy Chapelside	5	1	0
	Hope Academy University	5	0	0
	Total Comparisons	**35**	**2**	**7**
9th Grade	Harmony	5	4	0
Grand Total		*80*	*12*	*12*

*Statistically significant at the .05 level

The following table summarizes the average scaled score comparisons and notes which differences are statistically significant and which school they favored.

Average Scaled Score Comparisons
Between Individual Community and Traditional Schools
1999-2000 School Year

Community School		*Number of Comparisons (subject area tests)*	*Number of comparisons where the differences between the two schools were statistically significant:**	
			Favored the Community School	*Favored the Traditional School*
4th Grade	Aurora Academy	5	0	2
	Eagle Heights Academy	5	3	0
	Hope Academy Brown Street	5	0	1
	Hope Academy Cathedral	5	0	2
	Hope Academy Chapelside	5	0	5
	Hope Academy University	5	0	0
	Old Brooklyn Montessori	5	0	0
	Toledo Village Shule	5	1	0
	Total Comparisons	**40**	**4**	**10**
6th Grade	Aurora Academy	5	0	4
	Eagle Heights Academy	5	0	2
	Harmony	5	1	0
	Hope Academy Brown Street	5	0	5
	Hope Academy Cathedral	5	0	0
	Hope Academy Chapelside	5	3	0
	Hope Academy University	5	0	1
	Total Comparisons	**35**	**4**	**12**
Grand Total		***75***	***8***	***22***

* Statistically significant at the .05 level

Individual Comparisons for Attendance Rates

LOEO compared the annual attendance rates for 11 first-generation community schools with similar traditional schools. As noted, in instances where a community school had a wide grade-span (e.g., 5-12), the community school was matched with more than one traditional school at the appropriate grade levels. LOEO isolated the grade levels of the traditional school to match those of their comparison community schools.

For example, if the community school only served kindergartners and first-graders, then only the attendance rates of the kindergartners and first-graders in the traditional school were considered for comparison. If a community school had a wide grade-span and LOEO had matched it with more than one traditional school, the attendance data from the multiple traditional schools were combined to arrive at a single attendance rate for the traditional schools.

When examined individually, nine of the 11 community schools' attendance rates exceeded those of their matched traditional schools. However, LOEO was not able to statistically compare individual attendance rates because of limitations in the data. Unlike the proficiency test data, which LOEO had for each student, the attendance data were available only for each grade level. Statistical tests require student-level data. The following table compares each community school's attendance rate with its matched traditional schools' rate.

Attendance Rates
1999-2000 School Year

Community School	*Grade Levels Served by Community School*	*Community School's Attendance Rate N = 11*	*Traditional Schools' Attendance Rate N = 16*
Aurora Academy	K – 12	89.1%	86.7%
City Day	K – 3	97.5%	86.7%
Eagle Heights Academy	K – 7	94.5%	90.6%
Harmony	6 – 12	93.0%	73.5%
Hope Academy Brown Street	K – 8	99.4%	89.9%
Hope Academy Cathedral	K – 7	97.0%	85.1%
Hope Academy Chapelside	K – 6	94.3%	87.8%
Hope Academy University	K – 6	92.8%	94.4%
Old Brooklyn Montessori	K – 4	94.3%	88.4%
Toledo Village Shule	K – 6	90.2%	95.0%
Youngstown Community	K – 1	95.7%	93.0%

Appendix G
Parent, Teacher, Student Satisfaction Survey

LOEO contracted with the Indiana Center for Evaluation to conduct a satisfaction survey of *both* community and traditional schools. Unlike other satisfaction studies that have been conducted in Ohio and other states, this study compares the level of satisfaction of community schools with that of similar traditional public schools. In other words, other studies have focused exclusively on the satisfaction of charter or community schools.

LOEO matched 12 of the 15 first-generation community schools with a traditional public school from the same school district. These two types of schools shared similar characteristics, including grade-span, number of students, poverty level, and percent non-white students. These schools were also used for the proficiency test and attendance comparisons in Chapter III.

Three of the 15 community schools serve students with special needs. These three schools were not matched with traditional schools due to their unique student populations. As a result, the satisfaction findings for M.O.D.E.L., Meadows CHOICE, and JADES Academy are presented separately in Chapter V.

Survey instruments

The survey instruments included Likert-type (strongly agree, agree, disagree, strongly disagree statements), grade-rating (A+ to F), selection (choosing from a list), and open-ended items (e.g., "What do you like best about your school?").

The survey addressed the following areas of parent, teacher, and student satisfaction:

- School procedures and building climate;
- Teaching, learning, and academics;
- Parental involvement;
- Extra-curricular activities; and
- General satisfaction, including:
  - Reasons for parents choosing a school;
  - What parents liked and disliked about their child's current school;
  - Why a parent would or would not recommend his/her child's school; and
  - Why a parent selected a community school.

Survey participants

The following table lists the survey methods used, the number surveyed, and the response rate for each group.

Satisfaction Survey Participants

Participant	Number of Survey Questions	Survey Method	Number Surveyed		Number Returned/ Response Rate			
			Community	Traditional	Community		Traditional	
Parents	37	Phone	748	703	609	81%	656	93%
Teachers	63	Mail	159	267	68	43%	149	56%
Students	33	Paper/pencil administered in school	744	761	744	100%	761	100%

Parents/guardians of students in community and traditional schools were surveyed by phone. Parents were informed of the voluntary nature of the survey and the efforts taken to ensure individual confidentiality. Parent contact information was obtained from school districts and individual school officials. In some cases schools sent individual releases to parents themselves. Based on this information, the Indiana Center for Evaluation created a list of parents to contact.

A total of 1,265 parents of community (609) and traditional (656) schools responded to the survey. This number includes those community school parents (37) of children enrolled in schools for students with special needs. Multiple attempts were made to contact parents from lists for each school. Total responses varied as a function of the number of parents on the list and the availability and willingness of parents to take the call.

A total of 426 surveys were mailed to teachers in community and matched traditional schools. A total of 159 surveys were sent to teachers in community schools (this number represents 85% of the projected population of community school teachers selected for this study). Within the community school sample, the total response rate was 43% (68 teachers).

Traditional school teachers were randomly sampled from a list of teachers in each school. A total of 267 surveys were sent to teachers in traditional schools. The response rate for traditional school teachers was just over 56% (149 teachers). The overall response rate of completed teacher surveys was 51% (217 teachers). The response rate for traditional school teachers was 13% higher than that of community school teachers.

A total of 1,505 community (744) and traditional (761) students, grades four through 12, were surveyed. One classroom of each grade was selected for administration of the survey. While this was not a random sampling of classrooms, the researchers who administered the survey checked to ensure there was no biasing of the classroom selection (e.g., purposely selecting the classroom of the most popular teacher in the school). Survey proctors administered

student surveys and were available to clarify questions that students might have had regarding various items.

Survey analysis

Non-parametric tests of statistical significance (i.e., Mann-Whitney U) were conducted on items that had a range from strongly agree to strongly disagree and from A+ to F. Statistical significance was calculated at the 0.05 level.

Statistical significance means that the difference found between groups is probably not due to chance. Using the 5% standard common in social science, a statistically significant finding is interpreted as there is less than a 5% likelihood that this difference occurs purely by chance. Conversely, any difference that is not statistically significant should be considered inconclusive since it may be due to chance alone.

LOEO interpreted "agree" and "strongly agree" responses to survey items as indicators of satisfaction and "disagree" and "strongly disagree" as dissatisfaction. Some survey items, however, were presented "negatively," so that a "strongly agree" response meant dissatisfaction. For example, "The school needs better teachers." For analysis purposes, LOEO restated these survey items so that "agree" and "strongly agree" responses designate satisfaction and "disagree" and "strongly disagree" responses designate dissatisfaction. These items are identified with a "†."

To describe the survey results, LOEO first focused on differences in satisfaction that were statistically significant. LOEO also identified survey responses where differences between community and traditional schools would be expected to be statistically significant, but were not.

The following findings exclude the three schools that serve students with special needs (M.O.D.E.L., Meadows CHOICE, and JADES Academy). As noted, these findings are presented separately in Chapter V.

Parent Results

Statistically significant results

The differences in satisfaction between community and traditional school parents for the following survey items were statistically significant. The school type with the statistically significant higher ranking is highlighted with an asterisk. A higher ranking is assigned to responses as they move from "strongly disagree" to "strongly agree," indicating a more favorable response. Restated survey items are identified with a "†." All survey items are grouped by topic in the following order:

- Extracurricular activities;
- Parent involvement;
- Teachers and teaching;
- Student and academic issues;

- Safety;
- Building and school climate issues; and
- General satisfaction.

Extracurricular Activities

School provides a variety of extracurricular activities

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	7.9	28.9	42.8	20.3
Traditional (%)	9.1	30.9	45.9	14.2

Parent Involvement

Parents involved in the school

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	2.5	8.5	44.6	44.4
Traditional (%)	8.5	16.9	54.3	20.3

Grade for parent involvement

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	3.7	0.2	4.2	0.4	1.4	12.7	1.2	2.1	18.4	6.4	0.5	23.4	25.3
Traditional (%)	7.9	0.6	8.6	0.3	2.5	17.4	1.7	1.9	22.6	3.1	0.6	20.1	12.8

You have adequate say in setting school policy

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	3.0	17.4	53.4	26.2
Traditional (%)	8.1	30.4	49.5	12.0

Teachers keep you informed about child's progress

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	2.5	5.1	32.3	60.1
Traditional (%)	5.2	11.0	42.3	41.5

Grade for communication between home and school

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	3.5	0.5	3.2	0.2	0.5	8.4	1.9	0.9	14.9	6.7	0.7	26.5	32.1
Traditional (%)	3.1	0.6	6.4	0.0	1.8	15.6	1.8	1.5	19.4	4.4	0.6	26.0	18.7

You are comfortable contacting school with concerns/questions

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	2.3	3.5	34.9	59.4
Traditional (%)	3.2	7.0	49.8	40.0

*Denotes the type of school which received the statistically significant more favorable response.

Teachers and Teaching

Quality of teaching is good

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	2.8	5.1	45.5	46.6
Traditional (%)	5.3	13.9	55.8	25.0

Teachers are interested in their students

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	1.4	3.9	38.0	56.7
Traditional (%)	4.0	12.7	51.6	31.7

Child receives sufficient individual attention from teachers

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	3.4	12.0	49.8	34.8
Traditional (%)	10.7	27.7	47.0	14.6

Grade you give teachers

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	1.2	0.4	2.1	0.2	1.9	7.6	2.8	1.9	15.7	12.1	0.9	25.7	27.5
Traditional (%)	1.9	0.8	3.2	0.3	3.9	15.1	2.2	2.5	19.0	8.5	1.2	21.0	19.9

Student and Academic Issues

School emphasizes student learning over other things

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	0.9	4.0	40.0	54.8
Traditional (%)	1.6	11.8	55.8	30.7

School has high standards for students

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	2.5	6.8	43.2	47.5
Traditional (%)	4.6	15.4	54.9	25.2

Provides range of programs for students with special needs

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	5.4	19.0	47.3	28.3
Traditional (%)	7.6	23.5	49.7	19.2

Provides support services such as counseling and nurses

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	2.9	11.0	56.3	29.4
Traditional (%)	3.9	12.5	67.0	16.6

*Denotes the type of school which received the statistically significant more favorable response.

Child has access to computers and other new technology

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	2.0	9.8	37.2	51.0
Traditional (%)	3.2	9.4	58.2	29.3

Child making enough progress

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	4.5	12.1	42.4	41.0
Traditional (%)	8.6	25.1	46.0	20.3

Adequately preparing child for further schooling or work

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	3.8	7.5	43.8	45.0
Traditional (%)	6.9	19.2	54.0	20.0

Satisfied overall with education child received from school

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	4.1	6.7	42.4	46.8
Traditional (%)	10.3	18.8	48.8	22.0

Grade for school's academic expectation of students

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	0.9	0.5	3.0	0.2	0.7	8.8	1.9	0.9	17.3	6.2	0.9	28.3	30.5
Traditional (%)	3.4	0.6	5.4	0.0	1.6	17.1	0.6	1.6	21.4	4.3	0.6	28.7	14.6

Grade for topics and subjects students are taught

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	0.2	0.9	2.5	0.2	0.7	8.1	1.4	0.9	17.8	5.3	1.2	30.8	30.2
Traditional (%)	1.1	0.6	2.6	0.0	2.3	15.8	1.5	0.9	26.1	4.5	0.3	30.9	13.4

Availability of technology (computers, video equipment, projectors)

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	2.7	0.4	2.7	0.0	2.0	12.3	2.9	1.8	16.6	5.0	1.1	26.7	25.9
Traditional (%)	2.8	0.3	3.1	0.2	1.4	17.2	1.9	1.9	26.2	4.7	0.9	26.5	12.9

Grade for availability of supplies, such as books and paper

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	3.0	1.1	3.0	0.2	1.2	9.5	2.1	1.6	18.0	3.4	0.7	31.5	25.7
Traditional (%)	2.9	0.9	3.4	0.2	0.9	18.0	1.4	0.8	24.9	2.9	0.5	31.8	11.5

Safety

Child feels safe at this school

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	2.3	1.9	40.6	55.2
Traditional (%)	6.5	10.5	52.3	30.7

*Denotes the type of school which received the statistically significant more favorable response.

Building and School Climate Issues

School has small class sizes

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	2.2	16.9	42.2	38.8
Traditional (%)	10.0	36.0	40.9	13.1

Effective leadership from principal and administration

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	5.0	9.6	42.8	42.6
Traditional (%)	5.1	14.9	53.7	26.4

Rules for student behavior are strict

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	3.8	12.6	45.6	38.1
Traditional (%)	3.0	17.3	54.1	25.6

Enough discipline in the school

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	4.3	13.3	47.2	35.2
Traditional (%)	8.1	23.9	49.4	18.6

School building is clean and well maintained

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	3.0	6.7	46.2	44.1
Traditional (%)	1.1	6.3	60.7	31.9

Alcohol and drugs are not a problem at this school†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	1.1	2.8	43.9	52.2
Traditional (%)	1.7	4.3	56.4	37.6

Child attends school with adequate facilities/equipment†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	20.3	30.9	34.5	14.3
Traditional (%)	29.5	38.6	26.7	5.0

Class size is appropriate for child learning†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	15.6	26.2	43.5	14.7
Traditional (%)	27.3	37.0	31.6	4.1

Grade for school administrators

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	4.4	0.4	3.5	0.2	0.9	8.8	1.2	1.9	20.2	4.9	0.9	25.5	27.1
Traditional (%)	3.6	1.1	4.5	0.2	2.5	16.2	0.8	1.2	23.6	3.9	0.8	29.8	11.9

*Denotes the type of school which received the statistically significant more favorable response.
† Survey item has been restated.

Grade for support services, such as nursing and counseling

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	2.8	0.4	5.0	0.0	2.2	13.7	2.0	2.2	19.9	2.6	0.2	28.2	20.8
Traditional (%)	4.5	0.6	5.2	0.0	1.9	18.6	1.9	0.6	25.8	2.8	0.2	25.8	12.1

General Satisfaction

Overall grade you give school

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	0.7	0.9	3.3	0.2	2.6	8.4	2.8	2.5	16.1	11.9	1.9	20.1	28.5
Traditional (%)	3.5	1.2	4.3	0.5	2.8	17.1	2.6	3.4	18.0	9.2	1.4	22.5	13.6

Likelihood that you would recommend school to friend with child

	Not at all likely	Not very likely	Somewhat likely	Very likely
Community* (%)	8.1	4.0	16.0	71.9
Traditional (%)	19.1	11.9	22.4	46.6

*Denotes the type of school which received the statistically significant more favorable response.

Not statistically significant item

The difference in satisfaction between community and traditional school parents for the following item **is not statistically significant**.

Building and School Climate Issues

Grade for transportation services, such as busing

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	11.5	1.3	7.3	0.0	1.3	13.0	1.0	1.5	13.8	2.9	0.4	25.0	21.0
Traditional (%)	9.0	0.9	7.8	0.2	1.1	14.8	0.4	0.9	21.6	1.8	0.5	30.4	10.8

There were some areas where parent satisfaction was mixed or different than what would be expected. For example, the majority of both community (90%) and traditional (93%) school parents were satisfied with the cleanliness and maintenance of their schools. At the same time, both desired to have better facilities and equipment (51% vs. 69%). Unlike community school parents (42%), the majority of traditional school parents (64%) felt their child would learn more if classes were smaller. This difference might be attributed to the fact that most community schools have smaller classes by design.

The one survey item where there was no statistically significant difference in satisfaction between community and traditional school parents pertains to transportation (65%, 66%). This finding of parent satisfaction with transportation services is in contrast to community school administrators who indicated in LOEO's previous reports that transporting students was an important obstacle to Ohio's community school initiative.

What parents liked and disliked most about their child's school

Parents were asked open-ended questions about what they liked and disliked most about their schools. Their responses are categorized in the following tables.

Response	*What you like most about your child's school:*			
	Community School		Traditional School	
	Count	%	Count	%
Teachers	156	28.1%	181	30.0%
Academics	90	16.2%	35	5.8%
Teachers keeping me informed	54	9.7%	82	13.6%
Individual student attention, meeting student needs	51	9.2%	30	5.0%
Class size	45	8.1%	15	2.5%
School rules, procedures, policies	29	5.2%	19	3.2%
Administration	22	4.0%	56	9.3%
Ability to be involved	22	4.0%	23	3.8%
General atmosphere	20	3.6%	16	2.7%
Other	18	3.2%	22	3.6%
Location	14	2.5%	67	11.1%
Safety	11	2.0%	9	1.5%
Technology	7	1.3%	7	1.2%
Extra curricular	6	1.1%	12	2.0%
School size	5	0.9%	13	2.2%
Nothing	4	0.7%	9	1.5%
Everything	2	0.4%	1	0.2%
School reputation	0	0.0%	6	1.0%
Transportation	0	0.0%	0	0.0%
Building	0	0.0%	0	0.0%
Total	**556**	**100%**	**603**	**100%**

Response	*What you dislike most about your child's school:*			
	Community School		Traditional School	
	Count	%	Count	%
School rules, procedures, policies	67	15.5%	78	15.7%
Transportation	57	13.2%	30	6.0%
Building	42	9.7%	20	4.0%
Administration	41	9.5%	43	8.7%
Teachers	29	6.7%	42	8.5%
Teachers keeping me informed	27	6.2%	38	7.6%
Technology	22	5.1%	11	2.2%
Class size	19	4.4%	34	6.8%
Location	18	4.2%	12	2.4%
Nothing	18	4.2%	20	4.0%
Individual student attention, meeting student needs	17	3.9%	29	5.8%
Other	17	3.9%	10	2.0%
Academics	15	3.5%	17	3.4%
Extra curricular	14	3.2%	19	3.8%
Ability to be involved	10	2.3%	22	4.4%
School size	8	1.8%	7	1.4%
General atmosphere	5	1.2%	33	6.6%
Safety	5	1.2%	24	4.8%
Everything	1	0.2%	7	1.4%
School reputation	1	0.2%	1	0.2%
Total	**433**	**100%**	**497**	**100%**

Reasons why parents selected a community school

Community school parents were also asked open-ended questions about their reasons for enrolling their child in a community school. The two reasons most frequently given were expectations of better academics and the individual attention their child would receive from teachers. This finding is consistent with other survey questions where community school parents indicated they were satisfied with their school's quality of teaching and its emphasis on student learning.

The response frequencies are reported in the following table.

Reason	Frequency	Percent
Academics	140	23.5%
Individual student attention, meeting student needs	88	14.8%
Other	75	12.6%
General satisfaction	62	10.4%
Location	46	7.7%
Class size	44	7.4%
School reputation	35	5.9%
Teachers	28	4.7%
General atmosphere	13	2.2%
School size	12	2.0%
Safety	9	1.5%
Extracurricular	5	0.8%
Student behavior	5	0.8%
Technology	3	0.5%
Transportation	2	0.3%
Administration	1	0.2%
Building	1	0.2%
Total	**596**	**100.0%**

Teacher Results

Statistically significant results

The differences in satisfaction between community and traditional school teachers for the following survey items were statistically significant. The school type with the statistically significant higher ranking is highlighted with an asterisk. A higher ranking is assigned to responses as they move from "strongly disagree" to "strongly agree," indicating a more favorable response. Restated survey items are identified with a "†." All survey items are grouped by topic in the following order:

- Extracurricular activities;
- Parent involvement;
- Safety;
- Learning and instruction;
- Building climate issues; and
- General satisfaction.

Extracurricular Activities

The school provides a variety of extracurricular activities

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	28.6	31.7	28.6	11.1
Traditional* (%)	9.4	33.6	43.6	13.4

Extracurricular activities available to students are sufficient†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	37.5	37.5	20.3	4.6
Traditional* (%)	18.9	46.6	29.7	4.7

Parent Involvement

Parents contact the school with concerns

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	3.1	17.2	57.8	21.9
Traditional (%)	7.4	35.1	51.4	6.1

Parent involvement is high

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	31.3	45.3	17.2	6.3
Traditional (%)	50.0	39.9	9.5	0.7

Teachers keep parents informed of student progress

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	0.0	4.7	31.3	64.1
Traditional (%)	0.0	6.1	69.4	24.5

*Denotes the type of school which received the statistically significant more favorable response.
† Survey item has been restated

Parents are satisfied with the school

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	0.0	11.5	75.4	13.1
Traditional (%)	1.4	25.3	69.9	3.4

I feel valued by parents and community members

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	3.1	31.3	45.3	20.3
Traditional (%)	15.9	33.8	46.2	4.1

Relations with parents and the community at large

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	1.6	1.6	4.7	6.3	10.9	18.8	12.5	6.3	4.7	10.9	4.7	10.9	6.3
Traditional (%)	3.4	4.1	12.2	8.2	8.8	14.3	8.8	6.1	16.3	8.2	2.7	4.7	2.7

Levels of parent involvement

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	17.2	6.3	20.3	4.7	9.4	9.4	6.3	7.8	6.3	3.1	0.0	4.7	4.7
Traditional (%)	23.6	14.6	20.1	9.7	8.3	8.3	2.8	4.2	3.5	2.1	0.7	1.4	0.7

Safety

Students feel safe at this school

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	0.0	14.3	52.4	33.3
Traditional (%)	2.0	20.3	68.2	9.5

School safety

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	1.6	0.0	4.7	3.1	14.1	6.3	0.0	6.3	10.9	10.9	3.1	25.0	14.1
Traditional (%)	2.8	0.7	8.4	3.5	5.6	16.8	7.7	5.6	23.1	9.1	6.3	7.7	2.8

Learning and Instruction

The school does not need better teachers†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	9.4	32.8	45.3	12.5
Traditional* (%)	5.4	21.6	53.4	19.6

I have seen marked improvement in student learning this year

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	3.2	14.3	55.6	27.0
Traditional (%)	4.8	28.8	54.1	12.3

*Denotes the type of school which received the statistically significant more favorable response.
† Survey item has been restated

School personnel are held accountable for the performance of students

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	0.0	15.6	50.0	34.4
Traditional (%)	1.4	21.9	58.2	18.5

Students have access to computers

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	4.7	7.8	32.8	54.7
Traditional (%)	4.0	8.1	53.0	34.0

The school provides a range of programs for students with different needs

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	12.9	35.5	38.7	12.9
Traditional* (%)	6.0	25.5	54.4	14.1

Student transience is not a problem at this school†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	6.3	38.1	49.2	6.3
Traditional (%)	37.2	34.5	23.0	5.4

Building and Climate Issues

Alcohol and drugs are not a problem at this school†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	0.0	6.3	46.0	47.6
Traditional (%)	2.1	18.6	46.2	33.1

Teachers are involved in decision making at this school

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	20.3	28.1	42.2	9.4
Traditional* (%)	7.4	25.0	58.8	8.8

Teacher salary and fringe benefits

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	4.7	12.5	7.8	4.7	9.4	17.2	12.5	4.7	15.6	4.7	3.1	1.6	1.6
Traditional* (%)	2.0	4.1	2.7	4.8	8.2	7.5	11.6	8.8	20.4	8.8	10.2	8.2	2.7

Opportunities for advancement

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	6.3	4.7	12.5	3.1	6.3	20.3	7.8	9.4	12.5	3.1	4.7	7.8	1.6
Traditional* (%)	2.8	2.8	6.3	2.8	6.9	13.9	13.9	5.6	22.9	7.6	4.2	5.6	4.9

*Denotes the type of school which received the statistically significant more favorable response.
† Survey item has been restated

General Satisfaction

I am generally satisfied with being a teacher at this school

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	12.7	17.5	54.0	15.9
Traditional* (%)	4.1	14.3	57.1	24.5

During the current school year how often have you felt satisfied with your teaching job?

	Almost never	Some of the time	Most of the time	All of the time
Community (%)	12.5	29.7	53.1	4.7
Traditional* (%)	2.7	26.5	65.3	5.4

Would you recommend to a friend that he/she teach at this school?

	Yes	No
Community (%)	52.4	47.6
Traditional* (%)	71.6	28.4

*Denotes the type of school which received the statistically significant more favorable response.

Not statistically significant results

There are some areas where the differences between the satisfaction of community and traditional school teachers *were not statistically significant*, contrary to what would be expected:

- School's support for innovative and creative practices in the classroom;
- Evaluation and assessment of teacher performance;
- School size; and
- Building leadership.

Since community schools are exempt from many of the rules and regulations that traditional schools must follow, proponents believe this will allow community schools the necessary flexibility to create innovative learning environments for students. As a result, one would expect community school teachers to be more satisfied in this area. However, the difference between community and traditional school teacher satisfaction with their schools' support for innovation and creative practices in the classroom was not statistically significant.

Similarly, one would expect community school teachers to be more satisfied with the size of their schools and the evaluation and assessment of their teachers. Community schools tend to be smaller than traditional schools, and teacher evaluations tend to be more directly linked to student performance. However, the differences between community and traditional school teacher satisfaction regarding school size and evaluation and assessment were not statistically significant.

The majority of teachers in *both* community schools and traditional schools were **satisfied** with the following areas. The differences in satisfaction between these items were not statistically significant.

Learning and Instruction

Teachers are interested in students

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	0.0	1.6	41.3	57.1
Traditional (%)	0.0	0.0	51.0	49.0

The school places a high priority on learning

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	0.0	10.9	46.9	42.2
Traditional (%)	0.0	9.4	46.3	44.3

The school supports innovative and creative practices in the classroom

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	7.8	18.8	42.2	31.3
Traditional (%)	2.7	10.8	57.4	29.1

Teachers are committed to the goals of the school

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	4.7	14.1	51.6	29.7
Traditional (%)	1.4	8.2	59.9	30.6

Students are satisfied with the instruction

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	6.5	14.5	74.2	4.8
Traditional (%)	0.7	30.1	68.5	0.7

Students receive sufficient individual attention from teachers

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	9.4	35.9	43.8	10.9
Traditional (%)	3.4	38.3	53.0	5.4

I have an adequate amount of instructional autonomy†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	4.3	44.4	36.5	4.8
Traditional (%)	6.2	46.2	46.9	0.7

Availability of computers

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	4.7	1.6	7.8	1.6	4.7	4.7	6.3	3.1	6.3	6.3	10.9	20.3	21.9
Traditional (%)	4.1	3.4	2.7	2.7	3.4	13.0	3.4	3.4	15.1	10.3	8.9	18.5	11.0

† Survey item has been restated.

School Procedures and Building Climate

The school building is clean

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	4.8	20.6	58.7	15.9
Traditional (%)	6.8	16.9	64.9	11.5

Evaluation and assessment of your performance

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	4.8	3.2	4.8	3.2	9.7	1.6	9.7	3.2	17.7	11.3	6.5	17.7	6.5
Traditional (%)	0.0	2.0	2.7	0.0	2.7	8.8	4.7	4.1	23.0	20.9	12.2	12.2	6.8

The administration in this school

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	9.4	6.3	7.8	3.1	3.1	10.9	6.3	7.8	15.6	10.9	1.6	12.5	4.7
Traditional (%)	6.8	4.8	8.9	0.7	3.4	14.4	4.1	4.1	13.0	11.6	8.9	15.8	3.4

Opportunities for professional development

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	3.1	1.6	7.8	4.7	4.7	7.8	9.4	9.4	21.9	9.4	4.7	6.3	9.4
Traditional (%)	2.1	0.7	4.9	2.8	6.3	9.0	6.9	4.9	21.5	11.8	10.4	14.6	4.2

School size

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	3.1	4.7	10.9	3.1	6.3	10.9	6.3	9.4	14.1	10.9	3.1	10.9	6.3
Traditional (%)	6.3	2.1	5.6	2.8	4.2	9.7	2.8	3.5	25.7	9.0	4.2	16.7	7.6

The school has effective building level leadership

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	9.7	29.0	45.2	16.1
Traditional (%)	10.9	21.8	44.2	23.1

The majority of *both* community and traditional school teachers were **dissatisfied** with the following items:

School Procedures and Building Climate

Discipline is not a problem at this school†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	45.3	26.6	20.3	7.8
Traditional (%)	33.8	41.9	19.6	4.7

School rules for student behavior are strict

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	19.0	34.9	27.0	19.0
Traditional (%)	15.5	36.5	39.9	8.1

† Survey item has been restated.

The school has adequate facilities†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	37.5	37.5	25.0	0.0
Traditional (%)	29.7	37.2	28.4	4.7

Teaching and Learning

Students are given a choice in what they learn

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	17.2	54.7	23.4	4.7
Traditional (%)	19.9	65.8	13.7	0.7

Students are given a choice in how they learn

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	20.3	45.3	28.1	6.3
Traditional (%)	15.0	58.5	26.5	0.0

Class size is appropriate for student learning†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	46.0	22.2	25.4	6.3
Traditional (%)	38.9	45.0	14.8	1.3

The majority of *both* community and traditional school teachers were **neither satisfied nor dissatisfied** with the following:

School governance

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	9.4	6.3	6.3	9.4	6.3	9.4	6.3	14.1	9.4	12.5	1.6	6.3	3.1
Traditional (%)	4.8	4.1	9.6	4.8	3.4	14.4	8.9	5.5	19.9	8.9	8.2	6.2	1.4

Overall communication in the school

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	4.8	7.9	9.5	3.2	12.7	11.1	17.5	7.9	12.7	6.3	1.6	1.6	3.2
Traditional (%)	3.4	3.4	6.2	3.4	7.6	17.2	12.4	7.6	20.7	3.4	5.5	9.0	0.0

Ability of the school to fulfill its stated mission

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	6.3	6.3	7.8	4.7	9.4	9.4	9.4	7.8	12.5	7.8	3.1	10.9	4.7
Traditional (%)	2.7	2.0	11.5	4.7	8.8	12.8	12.2	4.7	13.5	11.5	10.1	4.7	0.7

Student responsibility

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	3.1	6.3	18.8	7.8	14.1	9.4	7.8	4.7	7.8	12.5	3.1	3.1	1.6
Traditional (%)	8.2	7.5	14.4	8.2	10.3	20.5	8.2	4.8	8.2	4.1	4.1	1.4	0.0

† Survey item has been restated.

Resources available for instruction

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	6.3	4.7	6.3	7.8	9.4	12.5	4.7	6.3	12.5	6.3	9.4	9.4	4.7
Traditional (%)	2.0	1.4	6.8	2.7	7.4	12.8	8.8	6.8	20.3	10.8	6.1	10.8	3.4

There were other areas where responses were **mixed** between community and traditional school teachers and contrary to those of community and traditional school parents.

For example, community schools in general actively seek to involve parents in their child's school. However, while the majority of *both* community and traditional school *teachers* were dissatisfied with parent involvement (90% vs. 76%), the majority of *parents* in both types of schools were satisfied with parent involvement (89% vs. 74%).

Based on LOEO's previous community school reports, much of parent involvement includes fund-raising, serving on a governing board, administrative support, and helping with building maintenance and construction. While community school parents may be satisfied with their involvement in these areas, teachers might have higher expectations, such as parents being involved more directly in their child's daily education in the classroom.

Student Results

Statistically significant results

The differences in satisfaction between community and traditional school students for the following survey items were statistically significant. The school type with the higher ranking is highlighted with an asterisk. A higher ranking is assigned to responses as they move from "strongly disagree" to "strongly agree," indicating a more favorable response. Restated survey items are identified with a "†." All survey items are grouped by topic in the following order:

- Extracurricular activities;
- Teachers;
- Other students;
- Academics;
- Safety;
- Building issues; and
- General satisfaction.

Extracurricular Activities

What grade would you give your school's sports, clubs, and activities

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	20.8	3.2	2.8	2.5	2.7	4.5	4.6	3.8	4.9	5.8	4.9	9.4	29.9
Traditional* (%)	11.8	2.1	1.7	3.6	3.5	3.7	4.4	2.8	6.1	8.0	3.9	12.7	35.7

* Denotes the type of school which received the statistically significant more favorable response.

Teachers

Students get along well with teachers

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	13.2	41.4	36.1	9.3
Traditional (%)	16.2	42.0	36.2	5.5

What grade would you give the attention you get from teachers?

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	10.5	5.2	3.3	3.3	5.8	3.3	5.7	5.2	8.1	7.8	6.6	13.4	21.9
Traditional (%)	10.8	3.9	3.2	5.2	4.9	7.1	6.8	4.3	7.7	8.9	7.3	13.8	16.0

Other Students

Students get along well with each other

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	16.7	35.7	40.2	7.4
Traditional* (%)	13.2	34.0	44.6	8.1

Academics

The teaching in this school is good

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	10.5	15.4	48.3	25.8
Traditional* (%)	8.4	14.0	47.2	30.3

I have a choice in how I learn

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	20.6	22.0	40.2	17.2
Traditional* (%)	16.2	20.6	39.8	23.5

I have a choice in what I learn

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	32.9	30.2	25.6	11.3
Traditional* (%)	26.0	28.0	30.3	15.7

Students do not think that school is boring†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	29.4	34.1	23.6	12.9
Traditional* (%)	24.3	35.5	24.8	15.4

What grade would you give your school work?

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community* (%)	5.5	2.6	2.6	2.8	3.0	3.6	6.0	3.7	7.5	11.5	5.5	13.8	32.0
Traditional (%)	5.1	1.1	1.2	2.1	3.4	5.2	10.1	5.8	11.1	12.6	7.4	11.1	23.8

* Denotes the type of school which received the statistically significant more favorable response.
† Survey item has been restated.

Safety

Students feel safe at this school

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	12.2	22.8	46.0	19.0
Traditional (%)	13.0	29.4	43.2	14.4

Building Issues

Alcohol and drugs are not a problem at this school†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	8.6	7.9	25.3	58.2
Traditional (%)	11.4	15.3	27.2	46.2

The punishments in this school are fair

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	26.4	26.1	34.6	12.8
Traditional* (%)	22.5	25.4	36.0	16.1

There are not too many students in my classes†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community* (%)	7.9	12.0	44.8	35.3
Traditional (%)	10.5	11.8	47.7	30.1

General Satisfaction

I like going to this school

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	36.4	13.9	26.6	23.2
Traditional* (%)	26.4	19.3	30.6	23.7

Students like going to this school

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	31.7	33.9	27.0	7.4
Traditional* (%)	23.9	39.3	30.3	6.5

Would recommend to a friend that he or she go to this school?

	No	Yes	Not sure
Community (%)	36.5	39.5	24.0
Traditional* (%)	23.2	41.9	34.9

* Denotes the type of school which received the statistically significant more favorable response.
† Survey item has been restated.

Not statistically significant results

The majority of students at *both* community and traditional schools were **satisfied** with the following items. The differences in satisfaction between these items were not statistically significant.

Teachers

Most of my teachers really listen to what I have to say

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	16.6	21.2	39.9	22.2
Traditional (%)	17.0	22.2	37.3	23.5

What grade would you give your teachers?

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	7.8	2.8	1.7	2.4	4.8	3.3	5.5	6.0	6.4	9.5	5.2	12.5	32.1
Traditional (%)	7.5	3.1	1.6	3.5	2.7	3.8	5.2	6.4	7.4	10.6	4.4	11.5	32.3

In class I do not feel "put down" by my teachers†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	10.6	15.7	37.1	36.6
Traditional (%)	8.9	14.8	40.3	36.0

I receive adequate attention from my teachers†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	20.1	22.2	36.0	21.8
Traditional (%)	18.0	24.1	36.7	21.2

Other Students

In school I do not feel "put down" by other students†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	14.1	20.8	31.8	33.3
Traditional (%)	15.0	19.8	34.9	30.3

I do not feel alone in school†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	6.5	12.4	41.1	40.0
Traditional (%)	7.1	10.8	37.8	44.3

I make friends easily

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	11.0	13.8	41.7	33.5
Traditional (%)	8.5	14.6	42.3	34.5

† Survey item has been restated.

Academics

The school work is not too hard†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	5.4	11.6	49.8	33.2
Traditional (%)	5.5	11.6	49.9	33.0

Safety

The school is a safe place

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	11.3	21.1	49.7	17.9
Traditional (%)	15.5	21.9	45.0	17.6

Building Issues

This school is not too big†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	5.4	10.5	37.6	46.5
Traditional (%)	4.0	8.4	44.1	43.5

The rules in this school are not too strict†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	22.4	25.0	34.5	18.0
Traditional (%)	19.9	22.0	38.9	19.2

General Satisfaction

What grade would you give your school?

	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Community (%)	16.3	3.5	2.5	3.8	6.8	5.9	6.6	5.4	8.5	8.9	5.1	10.3	16.5
Traditional (%)	13.9	3.7	2.9	5.6	7.1	7.9	8.1	7.0	8.6	9.4	4.8	8.7	12.3

The majority of *both* community and traditional school students were **dissatisfied** with the following areas:

Other Students

Students respect each other

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	25.2	43.2	27.9	3.7
Traditional (%)	21.1	45.2	28.3	5.4

Building Issues

The school building is clean

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	24.6	34.3	30.3	10.7
Traditional (%)	27.4	31.4	31.8	9.4

General Satisfaction

I do not think I would be happier at another school†

	Strongly Disagree	Disagree	Agree	Strongly Agree
Community (%)	33.0	20.5	25.5	21.1
Traditional (%)	26.9	23.1	28.8	21.2

† Survey item has been restated.

Comments

Committee Members Comments

- **Representative William Hartnett**
- **Senator Priscilla D. Mead**

Agency Comments

- **Lucas County Educational Service Center**

Ohio House of Representatives

William Hartnett
Member

79th House District
Parts of Richland County

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Ohio Reads Council
Legislative Committee on Education Oversight
Council of State Governments-Economic Development Committee

April 25, 2002

Nancy Zajano
Legislative Office of Education Oversight
77 S. High Street, 15th Flr.
Columbus, OH 43215

Dear Dr. Zajano,

Thank you for the community school report.

As you know, should H.B. 364 become law, the Department of Education will be the evaluator of the efforts of community schools. During testimony in the House Education Committee, the Department suggested that if they were to effectively evaluate these schools, some additional data may be required. If that is the case, community schools may have to be held accountable for some of requirements of traditional schools as suggested by the Department.

The current evaluation by LOEO although it is as complete as possible given the data available to you, lacks information that is essential to future evaluation.

One of the issues that would help as we go forward, would be to know where do students come from who attend community schools and why do they go there. For instance, do they come from home schooling or from traditional schools because of the specific emphasis of the community school (i.e. a school dedicated to fine and performing arts etc.) or from traditional schools with which parents are disenchanted. We also need to know where students go who leave the community schools.

We should have data concerning how students effected by P.L. 94-142 are accommodated in community schools.

There are other issues that the Department may want, that may cause LOEO to recommend to the Senate those changes to H.B. 364, that would improve the bill and help community schools be what the original legislation aspired to create.

Sincerely,

Rep. Bill Harthett
State Representative, 79th House District

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Economic Development, Technology and Aerospace
Highways and Transportation
Judiciary on Criminal Justice
Ohio Arts Council
Ohio Bicentennial Commission

Priscilla D. Mead
16th District

TO: Director Nancy Zajano, LOEO
FROM: Senator Priscilla D. Mead
DATE: May 3, 2002
RE: Comments on LOEO's *Community Schools in Ohio: Preliminary Report on Proficiency Test Results, Attendance, and Satisfaction.*

Thank you for the opportunity to respond to LOEO's *Community Schools in Ohio: Preliminary Report on Proficiency Test Results, Attendance, and Satisfaction.* Although findings are inconclusive, the preliminary report allows legislators to refine questions so that future, more conclusive reports are meaningful.

A question yet to be explored is how mobility affects a student's ability to achieve and whether students are as mobile in a community school as they are in a comparable traditional school. Since proficiency tests evaluate a progression of knowledge and skills, it is important to compare student stability as a factor in establishing a sound foundation for learning.

Another question to be explored is whether students thrive differently when teaching methods are consistent from grade to grade, rather than varying in each classroom and each grade. LOEO compares community schools to demographically similar traditional public schools. What is not evident from demographics, however, is whether the traditional public school has a teaching philosophy or method that compares with the community school concept. Many community schools ascribe to a stringent methodology or pedagogy, consistent from one grade level to the next, whereas a demographically comparable traditional school may not. This question requires a study of individual student achievement, information yet to be collected by the Ohio Department of Education. It also may exceed the appropriate scope of LOEO's charge to report on community schools. Nevertheless the information is pertinent to legislative discussion about student achievement in general and community schools in particular.

Comments on the LOEO Report on Community Schools from the Lucas County Educational Service Center:

As a review of the proficiency results and attendance information for the involved schools, we find no fault with this report. To clarify some of the statements contained in the report, we would point out that:

- The JADES Academy is not closed. It has suspended operations due to the fact that the group from Boysville in Michigan that wanted to operate this school did not believe that it could continue to operate this school because of its commitments. JADES will probably reopen this year with new operators in place.
- As was pointed out in the LOEO report, the community schools have taken the more underachieving, underserved and more poverty impacted students from the traditional schools. With this in mind, one should expect that the community schools would need some time to bring these students up to grade level. Two years is not sufficient time to pass judgment on a new small business venture. It generally takes five to ten years before a new venture has its feet on the ground and making an impact in the community. That the community schools have progressed as far as they have in such a short time should indicate the future success that will be forthcoming.
- Since the community schools have taken many under achieving from the traditional schools, one should expect that the Proficiency scores from the traditional schools would be rising.
- The high attendance rates for the majority of the community schools is a better indicator of satisfaction and possible achievement level than the surveys done by the Indiana Corporation. The fact that the students come to school indicates their satisfaction with the program, their feeling of safety and the teachers paying attention to them.
- A fact not considered in the evaluation is that the community schools do not receive the same amount of funding as the traditional schools. They do not receive transportation support from the department of education and many of the traditional schools do not transport the students to the community school whether located in their district or not. The community schools are operating, therefore, in a more economical manner than the traditional school and are achieving good results and approval from their constituents.

We do question several broader concepts involved in the report:

- The Ohio Proficiency Tests administration began in 1990 in the traditional public schools (which have been in operation for many years), however the public reporting of the results of these tests by the state was not done for seven years. Why were community schools given only two years of operation and administration of the tests prior to the reporting?

- Aurora Academy in its first two years was a K-12 school. To what Toledo Public School (a system with K-6, 7-8, 9-12 groupings) could Aurora have been compared for attendance and proficiency?
- Validity of using proficiency data only when contracts specify other measures of school performance that were not reviewed
- LOEO's choice, setting their own standard, i.e. reporting of percentage of annual goals achieved by special education students on the annual report, as a measure of a school's overall academic achievement.

We maintain that the evaluation of the community schools will be much different in a couple of years.

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